

Summer Festival of Arts and Education

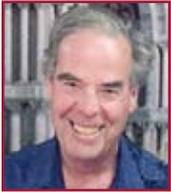
July 6-24,
2020



Rudolf Steiner Centre Toronto

Week One: July 6th to July 10th

Teaching Grade 1 Full Day - The Magic of First Grade



JAMES BRIAN, RUOLF STEINER CENTRE TORONTO

James has worked in the educational field for more than 30 years with both children and adults. He spent 12 years in Germany studying anthroposophy and Waldorf pedagogy and has diplomas in Waldorf teaching and remedial education.

Currently, he is director of education at RSCT. James is a certified professional coach (New Ventures West, San Francisco) and worked as a consultant in organizational development.



MARIE-FRANCE BERTRAND, ÉCOLE CENTRE NORD

Marie France has taught for 18 years using Waldorf pedagogy, including six at École Parsifal School in Ottawa. She was a founding teacher when the French public school, Trille des Bois, started a Waldorf program in 2003. Currently she is applying

Waldorf methods to engage children in public schools.

We will begin by looking at child development and the image and needs of the grade one child. The morning will be dedicated to bringing the curriculum in a living and appropriate way: introducing the letters out of pictures, reading what the children have written, connecting the child with the world of numbers, storytelling and more.

Participants will create their own main lesson books, being guided in the use of block and stick crayons, just as the children are taught. Every morning we will practise elements of the daily “circle”, including developmental exercises, poetry, songs, rhythms and body arithmetic.

In the afternoon, we will practise the artistic activities that are essential to child development: beeswax modeling, painting, music (bring your own pentatonic recorder), form drawing, drama, nature studies. We will look at working with the temperaments, holding parent evenings, and guiding nature walks.

“I really enjoyed this class a lot, the games were all fun and interesting. Marie France was an excellent teacher.” (from Movement and Games Gr. 1-4, 2019)

“I am thoroughly impressed, inspired and touched by the first teacher course offered this week. Fantastic James!” (from Waldorf 100, 2019)

Teaching Grade 2 Full Day - Searching for the Sword of Light



BRIAN SEARSON, EDGE HILL COUNTRY SCHOOL

Brian is a Rudolf Steiner Centre Toronto graduate who has served as a Waldorf class teacher for the past 28 years. He has specialized in music, art and drama. As chair of the Toronto Waldorf School's festival committee, Brian steered a complete renewal of the school's festivals.

For five years he has taught chalkboard drawing and has led elementary grade workshops for the Rudolf Steiner Centre's summer program. Brian holds a mentoring certificate from AWSNA and a business management certificate from George Brown College.

Drawing from the rich literature of this grade, we will enhance the study of teaching the children to write and draw using block crayons ("painting-drawing").

Themes will include *The King of Ireland's Son* and the fables wherein the children can recognize their own and others' human characteristics. The lives of those who brought light down onto the earth through selflessness help support the children in balancing the duality they're beginning to experience.

Artistic skills to be practised include watercolour painting, pentatonic recorder (bring your own), mathematics through movement, form drawing as well as chalkboard drawing of images appropriate for the grade.

"The grade two intensive was fantastic. Brian is very knowledgeable, organized and inspiring. It really helped me prepare for the school year ahead."

From Brian Searson's "Magic of Coloured Dust" class, 2019



Teaching Grade 3 Full Day - Establishing Roots in the Earth



JUSTIN TROMBLY, DETROIT WALDORF SCHOOL

Justin has been teaching in Waldorf schools for the past 12 years, first in Chicago, then in Portland, Oregon, now at the Detroit Waldorf School.

What is the third grader asking of us? How can we support our children and their families through the nine-year change? Oh, and what is the nine-year change exactly? These questions will be explored as we discuss the curriculum of the third grade. We will cover all the main blocks of the year including Hebrew scriptures, measurement math, and practical life on the earth: how people work, grow food, make clothing, and build shelters. We will look at how the curriculum supports not only each child but the class community as a whole.

We will look at the important practical and preparatory work of the third grade teacher. Block rotation, lesson planning, parent and collegial work, and daily, weekly, and monthly classroom rhythms will all be covered. We will also talk about how to strengthen academic skills – math and writing – through daily work and recall.

In the afternoons we will focus on movement and art. Lessons on clay modeling, chalkboard drawing, main lesson bookwork, woodworking projects, music (including singing, recorder, and ukulele), form drawing, painting, and games will give you inspiration for the coming year.

"I have only glowing remarks for my third-grade presenter. Justin was full of inventive ideas. I have been shaken out of some old fixed ways of thinking about grade three."



Justin Trombly talks about how he introduced the ukelele in his grade three class, July 2019

Teaching Grade 4 Full Day - Entering the Heart of Childhood



HENRY MUTH, TRILLIUM WALDORF SCHOOL

Henry Muth has been a class teacher at Trillium Waldorf School for 12 years. He studied at the Rudolf Steiner Centre and, much earlier, at Ontario College of Art and Design.

As well as an educator, Henry is a woodworker, visual artist, and musician. He lives with his wife and three boys in Guelph, Ontario.

Teaching grade four will focus on providing practical skills and information about the grade 4 curriculum. It will also explore the nature of the 9-10 year old child and what supports their development.

We will learn math games and discuss strategies for teaching fractions. We will delve into Norse mythology and discuss how these stories or ones from other traditions meet the needs of the grade four child. We will learn about the animal kingdom and how to bring it to the children in an imaginative way.

Of course, many songs, poems, games and dances will be presented and practised to complete the grade four picture.



Indigenous students lead circle dance, 2019

Teaching Grade 5 Full Day - From Heaven to Earth in the Golden Year



PHIL HARTMAN, LONDON WALDORF SCHOOL

Phil completed his Foundation Studies in Anthroposophy and Waldorf teacher education at the Rudolf Steiner Centre Toronto in 2013. Phil is the current class five teacher at the London Waldorf School as well as the games teacher for the early grades.

Between childhood and adolescence stands this golden year of the fifth grade. At this time the children are becoming more balanced in proportions and abilities. The grade five teacher is called upon to guide the child through a content-packed, exciting, and pivotal year.

The curriculum spans a vast period of ancient history, from India through Persia, Mesopotamia, Egypt, culminating with the mythologies and history of ancient Greece. In mathematics the children strengthen their working knowledge of fractions, are introduced to working with decimals, and learn freehand geometry. Botany and geography help the children come into themselves and trust their senses and surroundings.

As the students travel from the heaven of childhood to the earth of adolescence, you will be there to guide them along their way. Homework, the class play, and the eagerly anticipated Waldorf milestone, the Olympiad, are awaiting them. As their guide, you can be prepared with songs, stories, artistic activities, games, clay modelling, paintings, copper rod and ball exercises and so, so much movement. Every guide needs a map, and yours is waiting for you!

Morning activities will include: curriculum overview, resource sharing, anthroposophical insight, and an in depth look at each of the year's subject blocks

Afternoon activities will include: clay modelling, movement, copper rod exercises, ball exercises, and practice for the Olympiad – javelin, discus, wrestling, long jump, and running.

“Delightful energy and attitude of main presenter. I loved all the movement games, the overview of the blocks, the insightful way the information was presented and shared. The week really helped me to see where I’ll draw inspiration.”

Teaching Grade 6 Full Day – Facing Twelve Year Olds with Courage, Compassion and Rigour



PATRICE MAYNARD,
RESEARCH INSTITUTE FOR WALDORF EDUCATION

Patrice Maynard, MEd, is the director of Publications and Development for the Research Institute for Waldorf Education. She was a leader in AWSNA and before that a Waldorf class and music teacher at the Hawthorne Valley School.

The time of the twelve year old change is significant on all levels: physical, soul and spirit. The curriculum in grade six lifts the child on the verge of full-on puberty to a level of engagement and relief. The teacher must change with the growing pre-teens, keep a broad sense of humor, a steady eye on consequences and a firm grip on academic goals, as the students ripen to a new sense of judgement, a new capacity for thinking, and a new sense of self.

Come join us to learn the power of Roman law, the healing to be found in singing, the richness in beautiful speech, the depth and beauty of observational science, the glory of formal geometry and the magic of gems, stones, and caves in geography. Learn to juggle the many facets of puberty, surf the changing moods of pre-pubescent youth, and to manage the demands of the upper grades in the Waldorf curriculum. Rome was not built in a day but we can accomplish a world in a week!

“Patrice Maynard was truly inspiring. Great information, but her ‘being’ was the real teacher.”

Patrice Maynard’s grade six class learn to swap silks on the fly, 2019



Teaching Grade 7 Full Day - Out Into the World



JANE HILL, ORCHARD VALLEY WALDORF SCHOOL, VERMONT

Jane Hill, M. Ed., is drawn to the tumultuous energy of middle school students and is in awe of how the Waldorf curriculum provides the wisdom and power to meet their academic and soul needs. She teaches now at Orchard Valley Waldorf School.

During this week we will explore the developmental age of twelve and thirteen year olds, particularly in light of present day culture. Participants will receive a detailed description of each block in order to individualize those blocks for their students. Planning and choosing resources, along with designing a healthy rhythm for the day, week, month and year will be covered.

Other topics include balance in your teaching year and parent education and communication. This course will include presentation of topics each day. However, dialogue arising from questions and experiences are heartily encouraged. Additionally, bring a song or game to share if you feel inspired. Afternoons together will consist of artistic activities: painting, perspective drawing, and creative writing.

"I am so happy with this course with Jane Hill. I feel more confident and have many keys for the future for students. A+, thank you so much Jane."

Phil Fertey leads science experiment at the 2018 summer festival



Teaching Grade 8 Full Day - Completing the Octave



PHIL FERTEY, NELSON WALDORF SCHOOL.

Phil has been a class teacher for fifteen years and most recently (in 2018) completed an eight-year cycle at the Vancouver Waldorf School. He is currently education director at the Nelson Waldorf School. In addition to mentoring teachers, Phil is also a member of the editorial advisory board of *Renewal*, a North American publication about Waldorf education.

Grade eight represents the octave of an eight-year cycle, building on everything that has come before and anticipating the students' next educational journey into high school and beyond.

Morning Focus – Working out of the students' developmental stage, we will see how the curriculum supports their thinking, strengthens their confidence, and informs their attitudes concerning social issues. In history, the age of revolutions and the study of different industrial revolutions provide a compelling leitmotif for the year. In the sciences, anatomy, organic chemistry and physics, and meteorology continue to hone the students' observational skills as a foundation for flexible thinking.

In geography, themes of social justice and economic responsibility are explored on a worldwide scale. In math Platonic solids challenge their conceptual thinking in a multi-disciplinary and unexpected way. We will go over proposed outlines for the various blocks, look at project and novel study possibilities, and—for chemistry and physics—demonstrate a few representative experiments that will provide a clear path forward.

Afternoon Activities – Our afternoons will take a more practical, hands-on approach to the curriculum. This will involve clay modeling, geometric constructions, painting and charcoal drawing. The afternoons will also be used to explore practical considerations such as the self-directed grade eight project, class plays and year-end planning.

“Phil was fantastic. The perfect balance of practical applications of the work combined with personal anecdotes led to an environment where there was a lot of positive discussion and sharing.”

Week Two: July 13th to July 17th

Living Science Through the Grades - Mornings

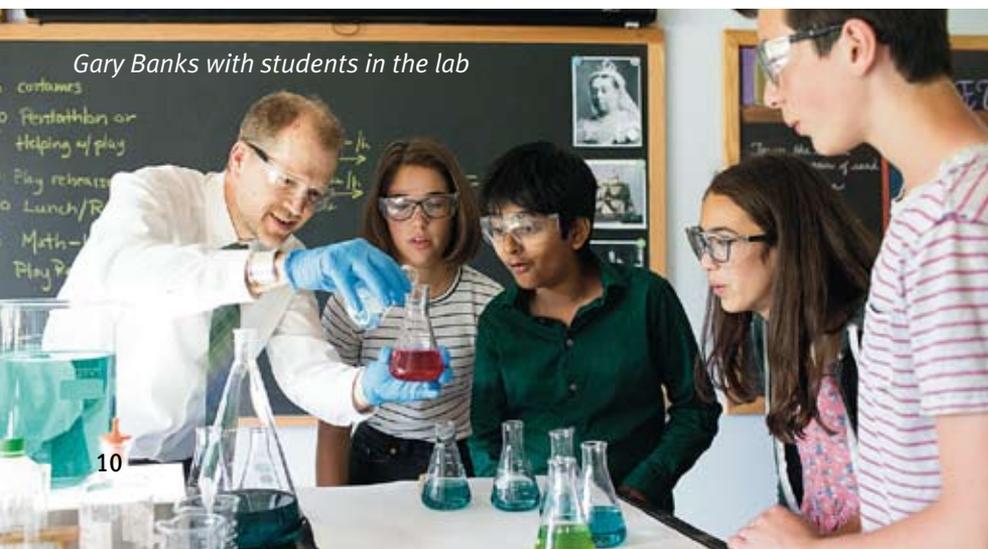


GARY BANKS, RUDOLF STEINER SCHOOL OF ANN ARBOR

Gary Banks worked as a research engineer on the NASA Space Station project before entering teaching. He took a class from first to eighth grade at the Denver Waldorf School, then worked as a high school science teacher and class teacher at High Mowing School before moving to Michigan.

For the last 13 years he has taught chemistry, biology, and other sciences in grades 7-12 at the Rudolf Steiner School of Ann Arbor and is the current high school faculty chair. He is a regular guest presenter at Sunbridge Institute and in the Teaching Sensible Science course.

In this course we will explore the phenomena-based approach to teaching science used in Waldorf schools. Our intention is to deepen the teacher's connection with science and explore how these exciting topics can be brought to the students in a way that develops joy and enthusiasm. Through exploring common natural phenomena and learning to think about them in a living way, we can develop capacities as teachers that will deepen our approach to teaching science main lessons as well as lessons in other subject areas. We will observe key phenomena from grades 6-8 and practise observation, letting go of our preconceptions, and bringing conversations to students with language that is true to what we experience. We will also work with how to develop an approach in the younger grades that supports the teaching of science through the phenomenological approach in the middle school.



Gary Banks with students in the lab

Nourishing Body, Soul and Spirit - Mornings



FIONA HUGHES, M.D.

How can we feed not only our bodies but also our psychological and spiritual activities? Nourishment is a process that involves opening ourselves to the world and to opportunities which challenge us to change ourselves. We will learn to be more conscious of the processes whereby we encounter the outer world, digest it, transform it, and then use it -- to renew ourselves, our families, and our communities. Along with practical tips for strengthening well-being, we will explore how anthroposophical nutrition aligns with popular diets and learn to prepare fermented foods.

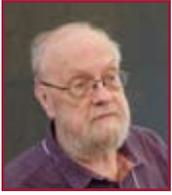
Fiona Hughes works as a personal health coach and organizational consultant, addressing personal and social challenges and concerns. She also conducts fermenting and felting workshops with Kathie Young. Fiona has a medical degree from the University of Witten/Herdecke, a cultural studies degree from Trent University, and extensive training in anthroposophical medicine. She has authored a number of reports that explore preferred futures for health and care; is mindful of the ways conventional medicine could be improved; and is passionate about healing and transformational processes

“Fiona is a great presenter, well organized and prepared. She made the course fun by offering practical experience such as cooking and artistic exercises.”

Fiona Hughes and students in her class from the 2019 summer festival



Waldorf Essentials - Mornings



MERWIN LEWIS, LONDON WALDORF SCHOOL

In this course, Merwin will speak out of his extensive experience to give the essentials of Waldorf education, including the stages of child development, curriculum and methodology, and the role of parents in the school.

Here all your questions from what is a Waldorf teacher to the role of technology in a Waldorf school will be answered.

As co-founder of the London Waldorf School (LWS), Merwin has educated children and helped train a generation of teachers. He is currently the supplementary main lesson teacher and the pedagogical chair for London Waldorf School.

He has been a board member of LWS for thirty-three years. He has a master's degree in music (M.L.S.) from Indiana University and is a composer, poet, and playwright. He is a past board member and present Foundations Studies presenter for RSCT.

“Merwin was a wonderful inspiration and a source of knowledge, wisdom and insight. He demonstrated what it means to be a Waldorf teacher in a very accessible way.”

“I very much enjoyed Waldorf Essentials. Highlights with thoughtful insights from years of experience. He did a great job presenting an overall picture.”

Merwin Lewis demonstrates Chladni-plate sound patterns in his Waldorf Essentials class, July 2019



Wet and Dry Felting: Transforming Coloured Fleece into Sculptural Forms - Afternoons



KATHIE YOUNG

Kathie Young is a graphic designer and painter who has taught painting, drawing and handwork to students of all ages for the past 25 years. She is the co-founder of the Phoenix Arts Group, a non-profit in New Jersey dedicated to raising public awareness of the role art plays in human development and social renewal.

We will use both wet-felting and needle-felting techniques to create felt paintings, gnomes, finger puppets and a felted container for a plant. This workshop is suitable for beginners and experienced felters. Note: \$20 fee for materials.

"I most appreciated the diversity. I also appreciate how much we have accomplished. The highlight is that I have come to believe I have some creativity in me."

"I truly enjoyed the needle and felting workshop with Kathie. She's a patient and present leader. I really felt like a child before the beauty of our creations."

The irrepresible joy of creative felting, in Kathie Young's class, July 2019



Putting on Class Plays - Afternoons



JOSHUA GARTLAND

The class play block can be a wonderful but difficult time of year for a Waldorf teacher. It begins with some “simple” questions: What play should we choose? Who should be cast in what role? How do I balance out lines and size of roles? Do the students each have enough to do? And what about costumes? A set?

Should we perform inside or outside? Then of course, we get to the more challenging questions. How do we rehearse? How do I help the students memorize not just their lines but their blocking? What is blocking anyway? Oh, and of course, what about acting?

In this workshop we will discuss all these ideas and more to ensure that your focus as a Waldorf teacher is on the students and what they need during this block rather than on technical elements that can so often distract and confuse us. We will move, vocalize, converse and, of course, play as we dig into a yearly rite of passage in the Waldorf school, one that is rarely discussed. Whether you are a former actor or have never set foot on the stage before in your life, this workshop will help bring the theatre alive for you and your class.

Joshua Gartland is in his 15th year as a class teacher and has directed numerous plays throughout the grades. He received his BFA in acting from Wright State University in Dayton, Ohio and worked as an actor in New York City before moving with his family to Atlanta, Georgia. He is the current sixth grade teacher at the Waldorf School of Atlanta.

Javelin throwing in Phil Hartman's grade five intensive, 2019



Veil Painting - Afternoons



JEF SAUNDERS

Jef Saunders is co-founder of Arscura – School for Living Art. For the last 22 years he has taught biography, art and core studies at Arscura. He has previously been a therapeutic artist and biography worker at an anthroposophical medical practice. He particularly likes to teach veil painting as an antidote to the intensive, unrelenting stress of modern life.

Veil painting is a water colour technique using almost transparent colours. It begins with no plan or distinct form in mind but rather a flowing journey into the life of the colour. The colours are never mixed on a palette but only one wash at a time over white paper, a previous wash, or a veil that has dried. Slowly the thin almost translucent overlapping layers of pigment begin to mysteriously birth multiple tones and shades of colour.

These eventually begin to coalesce into a subtle form that can be either abstract or form a distinct motif which can then be enhanced. This is truly painting out of the colour. Each veil of colour requires flexibility from the artist as the effect changes with every successive wash as the unknown slowly reveals itself – a meditative process that both challenges and refreshes the soul.



Summer festival veil painting class with Jef Saunders

Week Three: July 20th to July 24th

Individualization and Differentiation in the Conscientiousness Soul Age - Mornings



NETTIE FABRIE AND WIM GOTTENBUS

Co-authors of *Making Math Meaningful™: A Source Book for Teaching Math in Grades One to Five*.

Nettie Fabrie began her 40-year teaching career in the Netherlands, first in the public schools and then as a Waldorf class teacher, taking two classes from first through eighth grade.

From 2001-2018 Nettie served as a teacher and then pedagogical director at the Seattle Waldorf School. She founded a Waldorf teacher training program in the Czech Republic and directed the Grade School Teacher Training at Sound Circle Center in Seattle.



Wim Gottenbos taught in Dutch public schools for 12 years before training and becoming a Waldorf teacher. He then carried three classes at the Seattle Waldorf school.

In 2017 he retired from class teaching to work as a mentor and evaluator in the Pacific Northwest. He is also part of the Mentorship Seminar and teacher training program at Sound Circle Center.

This new course provides an opportunity for teachers to explore deeper aspects of the Waldorf curriculum and teaching and bring what they learn into practice with colleagues at their schools. The course will explore how to:

- Deepen our capacity for child observation and understanding child development
- Further an understanding and practical application of individualization and differentiation (polarities, temperaments, learning styles)
- Better connect our teaching to the impulse of anthroposophy
- Develop new impulses in our teaching through collegial collaboration
- Share wisdom and wealth from our experience
- Re-enliven the genius of individual subjects
- Re-enliven the rhythm of the week
- Find inspiration and renewal as experienced teachers

The Group of Seven and the Spiritual in Art - Mornings



JULIAN MULOCK

In search of a Canadian identity in art and driven by a common spiritual yearning, several painters came together in 1920 as The Group of Seven.

No discussion of these wonderful artists would be complete without an investigation of Theosophy, the mystical painters of Scandinavia and Russia, Wassily Kandinsky's *Concerning the Spiritual in Art*, and the Group's great Canadian contemporaries Emily Carr and Tom Thomson. Charcoal drawing will be included as an artistic activity.

Born in England of Canadian parents, Julian spent his formative years in Waldorf schools in England before moving to Canada. He graduated with honours from the three-year Special Art Course at Central Technical School, Toronto and in 1972 joined the staff of the Royal Ontario Museum as a scientific illustrator before embarking on an independent career as a freelance illustrator, muralist and painter.



Biography Work: Creating a New Narrative in Your Life - Mornings



DOROTHY LEBARON

Dorothy LeBaron is a skilled facilitator, adult educator and biography coach. She has taught and facilitated workshops at Arscura School for Living Art, the Rudolf Steiner Centre Toronto, Waldorf schools, and in the business world.

Biography is a new and growing field in anthroposophy. By engaging in biography work, you create a fresh perspective from your life events, one that speaks to the present and brings inspiration to move into the future. Through seeing where you are supported by universal themes and rhythms in your individual journey, you come away with a deeper sense of who you are and what you are here for. This course includes an artistic process, biography charting, and small group work. You will leave with tools you can continue to use in your personal and professional life.

“The class was very rich, intensive, inspiring, thought provoking and gratifying. Dorothy is a gentle respectful facilitator with a deep understanding and appreciation for the biographical materials. She has a gift for holding a group and guiding the participants into and through profound work.”



Leading Learning Communities - Case Studies of Two Waldorf Schools - Afternoons



HEATHER CHURCH AND ARLENE THORN

Heather joined Halton Waldorf School in August 2017 and serves as the early childhood coordinator and early childhood faculty chair. After eleven years of teaching at Huronia and Toronto Waldorf School, Heather left the classroom to co-create My Child Myself, a centre that offered parent learning and community building. Heather completed her kindergarten training at Sunbridge Institute and birth-to-three training at Sophia's Hearth.



Arlene Thorn offers programs in New Adult Learning. She is leading the development of a Waldorf school initiative in Thunder Bay, Ont. and offers three-week intensives in becoming a New Adult Educator. www.newadultlearning.com

Taking on a leadership role develops wisdom, courage and forces of dedication and individualism. Each of us brings our unique talents and gifts to these positions until we meet thresholds that ask for something new. How do we develop the new in our leadership and in challenging situations?

The New Adult Learning offers processes for personal, professional, organizational and community development. They are being used by individuals offering leadership in the Waldorf school movement. Learn more about these processes and begin to practise them in the workshop.

We will look at two case studies of the processes being used to bring change and development. Arlene Kamo from the Trillium Waldorf School will speak about how they have been using them to move their school forward into a capital expansion and Carol Lewis from the London Waldorf School will speak about their experiences with the processes in parent programs and with professional development.

"I truly cherish this week - it was full of joy and recognition and new insight. I was particularly inspired to look more into the relationship of movement to language. And I have a way clearer understanding of the young child, things I thought I already had some familiarity with but that were really developed this week."
- a student in Heather's Introduction to Waldorf Early Childhood course in 2019

Painting Through the Grades - Afternoons



ANNA GRUDA, EDGEHILL COUNTRY SCHOOL

This course is designed to give a comprehensive overview of the Waldorf art curriculum from early childhood to grade eight. Anna's extensive research on the esoteric meaning of colour, combined with her experience in the classroom will help you become an artist in unfolding the curriculum across the grades.

Learn how watercolour painting works upon the etheric and soul qualities reaching beyond the world of thought and words. Questions of suitable colour arrangement and the introduction of form will be answered. Questions about when to include drawing as an art practice and when to introduce thinking to the creative process will be addressed.

Anna Gruda currently teaches at Edgehill Country School. She has taught art both at Toronto Waldorf School and Waldorf Academy. She has also been on the faculty of Rudolf Steiner Centre Toronto for 12 years, involved with teacher education and Foundation Studies programs. She is a practising artist and has held workshops for adults and children at the Durham Art Gallery and at Hesperus.



Summer festival painting class, 2019

Exploring Temperaments through Chekov Drama - Afternoons



KATI GABOR, POLARIS SCHOOL CENTRE, OTTAWA

What better way to explore the four temperaments than using Michael Chekhov's drama exercises. In this introductory workshop we can freely try them on and see how they move us. We can connect with others and experience how we interact with them under the influence of one or the other temperament. Most importantly, we will have a chance to develop equanimity by balancing our temperaments. This workshop draws on Rudolf Steiner's lectures on the temperaments. Open to everyone wanting to move, learn and play. No experience in acting or movement arts is needed.

Kati is an experienced Waldorf teacher who has also worked with parents, teachers and healing professionals for the past 15 years. Her focus on the inner work of the teacher led her to Michael Chekhov's drama exercises, which inspired her to complete the Art of Acting course at the Threefold Educational Center, NY.

Kati now facilitates workshops based on the drama exercises Chekhov created. Through movement and play in a safe space, inner and outer connections are revealed, while insights emerge to support inner development.

"I'm so happy to understand the temperaments through drama. It had been confusing to me for 10 years regarding how to work with them with children. All I can say is that I have a key to open the door. Thank you so much!"



Daily schedule

8:30 to 8:55	Singing (open to all participants)
9:00 to 10:30	Morning course
10:30 to 11:00	Coffee break/snack
11:00 to 12:30	Morning course
12:30 to 1:30	Lunch
1:30 to 2:45	Afternoon course
2:45 to 3:15	Break
3:15 to 4:30	Afternoon course

Evening activities

- Research presentations
- Waldorf teacher graduation

Registration

Festival fee is \$660 CAN per week, with discounts for multiple weeks (three weeks is \$1650). See online application for full details.

Half day registration (morning or afternoon) is \$390 per week, with discounts for multiple weeks. See online application for details.

Most courses have limited spaces. All fees are due upon registration. After registering, you will receive a detailed course schedule with directions to the campus.

You may cancel your registration before June 8 and receive a refund less a \$75 cancellation fee. No refunds available after June 8. We reserve the right to cancel any course with seven days' notice and with a full refund.



Lodging and Lunches

A limited number of bed and breakfast spaces are available with local families. If you would like to offer accommodation to a festival participant and receive compensation please let us know. Local hotels are listed on our website. Delicious three-course vegetarian (mostly organic) lunches are available by pre-order only. Cost \$75 per week.

Childcare at TWS Summer Camp

Toronto Waldorf School offers a full-day camp for children age 4 to 12 at a reduced fee for festival participants. To make reservations contact the camp at 647-210-8865 or camp@torontowaldorfschool.com



Cover photo from an impromptu session on aerial silks with a guest instructor in Marie France's Movement and Games course for grades 1-4, 2019. Graphic design by Immedia. This photo and most of the other photos are by Richard Chomko.

Thanks to Collaborating Organizations

RSCT is grateful for the support of Toronto Waldorf School, Mercurius Canada, Hesperus Village, Arscura – School for Living Art, and Paper Pipit, our on-campus bookstore.

Special Thanks to Mercurius Canada

Many thanks to our event sponsor, Mercurius Canada, for providing art materials for our 2020 Summer Festival of Arts and Education.



Week One - July 6-10

Art of Teaching ALL DAY Grade Intensives

Grade 1 – James Brian, Marie-France Bertrand

Grade 2 – Brian Searson

Grade 3 – Justin Trombly

Grade 4 – Henry Muth

Grade 5 – Phil Hartman

Grade 6 – Patrice Maynard

Grade 7 – Jane Hill

Grade 8 – Phil Fertey

Week Two - July 13-17

Week Two MORNING

Living Science Through the Grades – Gary Banks

Waldorf Essentials – Merwin Lewis

Nourishing Body, Soul and Spirit – Fiona Hughes

Week Two AFTERNOON

Veil Painting – Jef Saunders

Wet and Dry Felting – Kathie Young

Putting on Class Plays – Joshua Gartland

Week Three - July 20-24

Week Three MORNING

Individualization and Differentiation in the Consciousness-Soul Age – Nettie Fabrie and Wim Gottenbus

The Group of Seven and the Spiritual in Art – Julian Mulock

Biography Work – Dorothy Lebaron

Week Three AFTERNOON

Painting Through the Grades – Anna Gruda

Exploring the Temperaments through Chekov Drama – Kati Gabor

Life and Learning - Leading from the Future – Heather Church and Arlene Thorn

“I truly appreciated the care and thoughtfulness the staff put into our well-being, from creating a healthy schedule to delicious meals.”

Register online at www.rsct.ca

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