

ABOUT US

Rudolf Steiner College Canada was founded in 1981 inspired by a question: "What can be done to answer the need for increased spiritual understanding in a world of escalating materialism?" Since then RSCC has become one of the leading Waldorf teacher education centres in Canada, offering a wide variety of courses and services to support healthy adult learning and the development of the Waldorf school movement across Canada.

RSCC is recognized as a full member teacher education institute of AWSNA (Association of Waldorf Schools of North America) and WECAN (Waldorf Early Childhood Association of North America).



SUMMER FESTIVAL OF ARTS & EDUCATION



JULY 6-24, 2026
TORONTO WALDORF SCHOOL

IN PERSON
REGISTRATION OPENS
MARCH 15

Registration opens March 15 . Register online at
www.rsc.ca/SummerFestival . info@rsc.ca . 905-764-7570
138-1 Hesperus Road, Thornhill, ON L4J 0G9

About This Year's Program

We are, it is said, living in a new era of geological time, the Anthropocene, the 'human being time'. And yet, far from being the driving force we seem especially vulnerable, as if nature has broken its limits and is redressing the imbalance caused by our unfettered production. Finding our way to that new, harmonious, mutual relationship between humankind and nature calls for new thinking, a thinking that goes beyond the stratification of our sciences and the agendas of our politics and religions, a thinking alive to future becoming, a thinking that recovers the inner light that has dimmed.

We welcome you to our 2026 Summer Festival of Arts & Education, an opportunity to explore new thinking together with people who have been working in their own fields out of this spirit. As Nana Goebel put it so succinctly in the recently published *On The Earth We Want To Live - Anthroposophy's Contributions to Sustainable Development* (2025),
"The qualitative deepening of pedagogical work, in the face of the pervasive superficiality that is spreading everywhere, is one of the most critical tasks of our time."

We hope you will find the courses this year inspiring for your own, and your children's becoming.



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Weekly Themes

WEEK 1 July 6-10

Morning Courses

- Grade Intensives - Grades 1-8

Afternoon Courses

- Class Management
- Parents as Partners
- Form and Phenomenology

Foundational Lessons on Waldorf Education Retreat / FLOWER*

WEEK 2 July 13-17

Morning Theme

- Inner Work

Afternoon Theme

- From Inner to Outer

Foundational Lessons on Waldorf Education Retreat / FLOWER*

WEEK 3 July 20-24

Morning Theme

- Healing Education

Afternoon Theme

- Revealing the Working of Spirit

Foundational Lessons on Waldorf Education Retreat / FLOWER*

*"This was one of the most important weeks of my life."
2025 Festival Participant*

Week 1 “It takes a village...”

In week one of the festival, we will continue to offer our popular grade-intensive workshops with Reka, Jessica, Warren, Imke, Megan, Sarah, and Michelle. In the afternoons, participants may move among a range of different grade-related workshops — try a different one each day. Rather than a single presenter per grade, a team of experienced teachers will work together — a village, if you like.

The afternoon workshops are designed to support teachers in areas of work that may feel particularly challenging at this time. The widening range of individual needs in classrooms, alongside the task of holding the whole class in a healthy way — for teachers as well as children — is widely experienced. Our resident master teacher, Les Black, brings deep experience to questions of teacher authority and its relationship to intuition.

Burnout haunts too many teachers' lives. Michelle Frank, nearing the completion of a class cycle, attributes part of her own resilience to building a cohesive parent body. In her workshop, she shares practical ways the parent-teacher relationship can sustain rather than undermine the teacher.

Teachers approaching phenomenological science in Grade 6 can feel intimidated by what lies ahead. Ontario's Waldorf science expert, Lylli Anthon, offers a rich, hands-on workshop that allays fears and sparks confidence. Inderpal Wig and Paul White take up the task of de-mystifying Form Drawing, leading participants through imagination, movement, and drawing.

A new addition to the program is the **Foundational Lessons on Waldorf Education Retreat/FLOWER**, a three-week intensive for those wishing to deepen their understanding of Waldorf education and the spiritual-scientific perspectives that inform it. Morning talks, discussions, and activities introduce key aspects of this approach.

WEEK 1 July 6-10

MORNING (9.00-12.30) *The Big Picture*

**Grade Intensives
Grade 1 to 8;**
The Teaching Team:
Warren Cohen
Reka Borbely
Sarah Cooper
Megan Gruner
Imke Jorgensen
Jessica Gladio
Michelle Frank

***Foundational Lessons on
Waldorf Education
Retreat/FLOWER**
3 week intensive
all day - see pages 10-11
and insert for details

AFTERNOON (1.45-5.00) *Getting into the Details*

**Salutogenic Classroom
Management:
Moving Towards 'Intuition' as
a Ground for Affirmative
Authority (Grades 1-4, 5-8)**
Les Black

**Building Mutually Supportive
Parent-Teacher Relations**
Michelle Frank

**Realising Form Out of
Imagination - a Dance
Between Eurythmy and Form-
Drawing
(Grades 1-3 and 4-5)**
Inderpal Wig, Paul White

**Phenomenological Science
in the Middle Grades (6-8)**
Lylli Anthon



Sciences with Lylli Anthon

Register by May 15
SAVE ADDITIONAL
\$75

Week 2

**“When you start to walk the path,
the path appears” Rumi**

A commitment to self-development is recognised in Waldorf education as fundamental to a teacher’s ability to meet the challenges of their vocation. For many, finding a path into inner work, one they can sustain and be sustained by, is itself a challenge. The workshops in the mornings of our second week are dedicated to revealing the wealth of possibilities for inner development work out of anthroposophy. Mark Riccio and Cindy Taylor will join us from south of the border to help us uncover the patterns within *The Philosophy of Freedom* and the meditative practice of working with them; Berit Strasser will guide us along the aesthetic path; Regine Kurek will also use art but the path she shines a light on is that of our pre-birth intention; and last, Robert McKay will open up the wide vista of anthroposophical meditations out of his own direct experience of working with them for decades.

Rudolf Steiner described a hidden world that flows through the material world, thereby manifesting as our reality. The phenomenon of hidden/spirit forces coming to manifestation in the physical is developed in the afternoons of the second week in art and craft workshops. You won’t need to be an artist to experience the wonder of emergence in any of them. Oldřich Hozman, anthroposophical architect from Czech Republic, will help participants discover the working of formative forces through the medium of clay, while Jef Saunders will guide revelation through colour in his ever-popular veil painting class. Berit Strasser and Les Black’s workshops have a more pedagogical orientation, drawing on their experience of nurturing latent capacities in children through working with art and drama.

WEEK 2 July 13-17

MORNING (9.00-12.30) AFTERNOON (1.45-5.00)

Inner Work

Anthroposophy, the Practice of Meditation and The Spiritual Path of the Waldorf School Teacher

Robert McKay

Art as a Spiritual Path - Working with Pastel Painting

Berit Strasser

Unlock the Meaning and Purpose of *The Philosophy of Freedom* - a New Thinking Workshop

Cindy Taylor/Mark Riccio

Am I Living the Life I’ve Come to Live?

Regine Kurek

From Inner to Outer

Manifesting Formative Forces in Organic Architectural Forms - Through Clay

Oldřich Hozman

Art in the Upper Grades: Cultivating Self-Expression Through Skills Development

Berit Strasser

Veil Painting - the Mysterious Art of Becoming Out of Not Knowing

Jef Saunders

Hidden Powers within Class Plays for Children’s Development

Les Black



Veil Painting by Jef Saunders

Week 3

Doctor as educator, teacher as healer

Our third week continues the theme of manifesting what lies latent in us and in the children, broadening the fields in which we experience the working of imaginative, formative forces into working with metals (Leed Jackson), with wood (Warren Cohen), with silk (making and ensouling marionettes with Laurie Harper-Burgess) and with the word in speech (Séamus Maynard) and story-telling (Dawne McFarlane). We are very pleased to be able to welcome back Meaghan Witri and Seamus Maynard who inspired many at our Festival last year. Both, through their particular disciplines, will open up new vistas of what a salutogenic education might be in this time. We are also pleased that Mary Willow has been able to take time out of her book launching tour to share her vast knowledge and experience of helping parents and teachers develop loving relationships with children, particularly in the most challenging of individual circumstances. Finally, Arlene Kamo will share from her Healing Education And Remedial Training (HEART) program a rich variety of ways of supporting children with particular learning challenges, a workshop for teachers and parents alike.



WEEK 3 July 20-24

MORNING (9.00-12.30) AFTERNOON (1.45-5.00) *Healing Education* *Revealing the Working of Spirit*

BREAKING THROUGH: How to Rescue Childhood and Heal the Parent-Child Relationship

Mary Willow

Helping Children with Challenges in the 3 R's - Rhythm, Repetition and Reverence Through the HEART Approach

Arlene Kamo

My Marionette, My Self

Laurie Harper-Burgess

Healing the Impact of Technology in Education

Meaghan Witri

The Wonders of Working in Metal

Leed Jackson

Working with Wood the Waldorf Way

Warren Cohen

Storytelling, Joyfully

Dawne McFarlane

Awakening a Connection to Formative Forces Through Speech and Drama

Séamus Maynard





***NEW PROGRAM: FOUNDATIONAL LESSONS ON WALDORF EDUCATION RETREAT/FLOWER**

The FLOWER is a THREE-week full immersion into the formative ideas of Waldorf education. Like Waldorf education itself, it will engage you in head, heart and hands (and feet!). Morning talks, meditations and practical experiences will open up the broad panoramas of this way of seeing and educating the child, young person and adult that takes the spiritual dimension of our human becoming seriously. Afternoon artistic, craft and movement activities will allow these pictures to blossom and grow through experiences of the processes of learning.

We invite those of you considering teaching in a Waldorf school or Waldorf-inspired homeschool, those already employed in a Waldorf school who would like to deepen their understanding of this pedagogical approach, or those seeking new hope in a desiccating educational landscape, to join this 3-week process and experience for yourselves the extraordinary possibilities of this positive, future-oriented, spirit-infused education.

Each week of the three carries a particular theme. The first week brings the big pictures - of the evolution of human consciousness and our relationship to spirit being, of the extraordinary unfolding in body, soul and spirit a child experiences, and the transitions that need to be negotiated, of the destiny of schools in our time. In the afternoons you are free to move among the various workshops: on approaches to classroom 'management' or working with parents, on doing science, or working with forms that are among aspects of this way of educating that make Waldorf schools distinct. In the second week, the significance of and possibilities for self-development become the focus, while in the third week, we return to examining the salutogenic qualities of Waldorf education, qualities urgently needed in these challenging times.

You will be part of a special group - our first FLOWERers! Some of your companions on this adventure may already have some familiarity with Waldorf, others none. Some may already be teaching, others parents or people with a keen interest in education and children, for, in contrast with our long-running **Foundations Studies** program which extends into the range of anthroposophical endeavours in the world, this intensive focuses specifically on the field of education.

Those who complete the three week program (with 90%+ attendance) will receive a **Certificate of Completion** at our General Graduation ceremony on July 23rd, and will thereby have completed the first stage in the journey towards becoming a qualified Waldorf teacher. You never know...

SEE INSERT FOR DETAILS or <https://rsc.ca/flower/>



3 Week Intensive - July 6-24

Guiding Faculty



Les Black

After a class teaching career that spanned three classes in their journeys from grade one through grade eight, Les Black has, over nine years of visiting teachers within their classes, been in every Canadian Waldorf school. In recent years, he has taught at Rudolf Steiner College Canada and is the director of the college's Foundation Studies (Distance) program. He also is a graduate of Spatial Dynamics Training - Class II, North America.



Meaghan Witri

Meaghan is a teacher and author who has worked extensively with Waldorf schools in North America as a facilitator of the Health and Wellbeing in-school programs. As an artist, Meaghan's work explores what stands behind the artforms of storytelling, music and singing to bring supportive inner and outer experiences in spirit-led education. She has also worked with parents and families in a variety of capacities for over twenty years, including as an early childhood and parent-child educator and currently as the founder, lead grades teacher and mentor at The Phoenix Initiative.



Paul White

Paul White is currently leading the grades teacher education programs at Rudolf Steiner College Canada. He has been a Waldorf class teacher and Waldorf teacher trainer since the turn of the millennium. Prior to that he taught all over the place - Chile, Brazil, Japan, Ireland, Ecuador - but without much of a clue. Anthroposophy has been a bright, guiding star.



Robert McKay

Robert McKay is the chair of the board of directors of RSCC. He has a special interest in anthroposophical meditation and lectures on this topic as part of RSCC's Foundation Studies Encounter program and in other contexts. He is a founding member of the Toronto Branch of the Anthroposophical Society in Canada. He works as a healthcare consultant and lives in Toronto with his wife Linda.



FOUNDATIONAL LESSONS ON WALDORF EDUCATION RETREAT/FLOWER

DAILY SCHEDULE

8:00 to 8:30 Morning coffee
8:30 to 8:55 Singing/Movement
9:00 to 10:30 Morning course
10:30 to 11:00 Coffee break
11:00 to 12:30 Morning course continued
12:30 to 1:45 Lunch
1:45 to 3:15 Afternoon course
3:15 to 3:30 Break
3:30 to 5:00 Afternoon course continued
5:30 to 6:30 Research project presentations (some days)
and graduation for students in our programs - ALL
WELCOME

Location

All workshops and meals take place on the beautiful campus of the Toronto Waldorf School.

Lodging

A limited number of spaces is available with local families. Contact us if you need help with accommodation. Local hotels are listed on our website.

Childcare

Toronto Waldorf School camp offered by TAC, www.tacsports.ca. Contact them directly for information and to register your child(ren).

REGISTRATION

While the grades intensives in particular are designed for practising and upcoming Waldorf teachers, courses are open to teachers, parents, administrators, students and anyone interested.

ALL FEES IN CANADIAN DOLLARS

Festival fee is \$695 per week

10% discount for two weeks

20% discount for 3 weeks

FLOWER 3 Week Intensive \$ 1,275

Discount on FLOWER Program - \$75 for registrations by May 15

Half day workshops registration – morning or afternoon – **\$425 per week, all discounts apply.**

In addition, SAVE \$75 IF YOU REGISTER BY MAY 15

Fees include beverages and morning and afternoon snacks. **Delicious hot vegetarian lunches are available by pre-order only by deadline, \$135 per week. Discounts DO NOT APPLY.**

See online registration form for details: www.rsc.ca. Courses have limited openings and will be offered only with sufficient enrollment. All fees are due upon registration. You may cancel your registration **before June 26 and receive a refund less \$75 cancellation fee. No refunds available after June 26.**

We reserve the right to cancel any course with seven days notice with full refund.

Week One: July 6 - 10

MORNING WORKSHOPS

Grades Intensives

The glowing feedback we get back each year on each of our grades intensives attests to their enduring worth.

Annually acknowledged are:

- The breadth and depth of knowledge and insight of the experienced grade workshop leaders
- The wide range of resources made available by them as inspiration for the year ahead
- The range of experiences provided in the workshops - song, music, speech, movement, drawing, painting, modelling etc.
- The opportunity to share questions, concerns, experiences and ideas with a group of people working with the same grade
- The mutual support given in such areas as block planning and assessment, projects and plays
- The great snacks and lunches!

To facilitate more intra-grade connection and discussion around themes that cut across grade lines - working with parents, meeting challenging behaviour effectively, gaining confidence teaching form-drawing, science, eurythmy - we will run the afternoon sessions rather more like a conference, with workshops you can join for one or two afternoons before swapping to another the next afternoon. Each day the particular grade(s) focus of each workshop will be posted to help you take full advantage of these possibilities. You don't need to sign up for a specific workshop each afternoon; just arrive in good time or risk the workshop being full before you get there!

Week One: July 6 - 10

MORNING WORKSHOPS



Warren Lee Cohen

Warren recently graduated from TWS his second eighth grade class. He has served Waldorf education in a variety of roles: as a class teacher in the U.S., as an adult educator in the U.K. and in Canada as director of Waldorf Teacher Education at RSCT where he also founded the Summer Festival of Arts and Education. His latest book is *Celebrate Passover*. His other publications include: *The Waldorf Book of Blessings*, *Raising the Soul: Practical Exercises for Personal Development*, and *Baking Bread with Children*.



Reka Borbely

Reka trained first as a teacher in Esztergom, Hungary, and then at the University of Glasgow, Scotland. Moving to Canada she obtained her Ontario Teaching Certificate and then Foundation Studies in Anthroposophy. She has taken two classes from grades 1 through 8 at the London Waldorf School where she has taught since 2001. Currently, she is in her third cycle as a class teacher while serving her school as a member of the Leadership Circle in her role as the manager of pedagogy and curriculum.

It was a 'wow' event - it was so very creative, loving, transformative.

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Week One: July 6 - 10

MORNING WORKSHOPS



Sarah Cooper

Sarah is celebrating her twentieth year as a Waldorf teacher on a part-time sabbatical where she traveled to Italy with her family and took a deeper dive into the upper grades history curriculum, refreshing her passion for art and antiquity, and enjoying the views.

As well as being the Class Teacher for two 8-year cycles (at London Waldorf School), Sarah has completed the Healing Education and Remedial Training (HEART) with The Association for a Healing Education at TWS (2010) and is a mentor of the HEART program at RSCC as well as a regular contributor to our Summer Festivals.



Megan Gurner

Megan is an experienced Waldorf educator, mentor, and teacher trainer, having taught and served as Faculty Chair at both Edge Hill Country school and Trillium Waldorf School. She is currently working part-time in the Educational Support department at Trillium Waldorf School. Through her private practice, Natural Path Arts & Learning, Megan offers individualized educational support alongside a pottery studio that hosts workshops and classes for all ages. Megan is a certified Brain Gym® Movement Facilitator and Bal-A-Vis-X® Level A provider.

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Week One: July 6 - 10

MORNING WORKSHOPS



Imke Jorgensen

After studying Anthropology, Education, and Comparative Religion at Johann Wolfgang Goethe University (Germany), Imke worked with Vietnamese refugees for five years before moving to Canada. In 2001, she joined London Waldorf School, where she initially taught gardening and German and helped to turn three tennis courts into a naturalized playground and a school garden. She has graduated two classes and currently teaches gardening and is the Faculty Chair.



Jessica Gladio

Jessica Gladio, a Montreal native, has been inspiring young minds at Trillium Waldorf School in Guelph, Ontario, for nearly 20 years, currently guiding her third class through the transformative grade 1-8 journey. She has completed the Waldorf Administration and Leadership Development and Mentor Training programs and is a dedicated contributor to the broader Waldorf education community. But she still finds time to enjoy roller derby, playing the ukulele, baking delicious treats, and enjoying board games with her family!



Michelle Frank

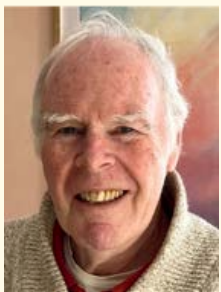
Michelle has worked at Toronto Waldorf School for 26 years, 18 of those as School Counselor and the last eight taking a class from grades one through eight. With a background in counselling and play therapy, she has a good understanding of the challenges children and parents face and weaves social work into all aspects of the education. She is devoted to Waldorf education as a teacher and as a parent of three. **Please note this workshop is on Wednesday afternoon only.**

Week One: July 6 - 10 AFTERNOON WORKSHOPS

Salutogenic Classroom Management: Moving Towards 'Intuition' as a Ground for Affirmative Authority (Monday, Tuesday, Thursday, Friday)

Confronted with today's strictures on a teacher's interactions with students, how can 'Affirmative Authority' be developed in today's classroom, so that a teacher may work with confidence in 'the ever-present help of the Spiritual World'.

This workshop will run as two 2-afternoon workshops, the first (Monday, Tuesday) with a focus on the lower grades, the second (Thursday, Friday) the middle grades. While it is envisaged that most participants will join the workshop for the two afternoons directly relevant to their current class, it is, of course, possible to take all four afternoons to gain a full picture over the grades (and enjoy more of the wit and wisdom of our in-house 'legend').



Les Black

Biography can be found on page 11.



Register by May 15
SAVE ADDITIONAL
\$75

Week One: July 6 - 10 AFTERNOON WORKSHOPS

Building Mutually Supportive Parent-Teacher Relations (Wednesday Only)

As class teachers, we need to acknowledge that we have two classes, one of children and another of parents. The parents look to us for our knowledge of child development. This workshop will help teachers navigate parent communication so that supportive relationships will create the village children need.



Michelle Frank

Biography can be found on page 17.



In honour of Larry Young,
a true artist and wise and
humble teacher.

Week One: July 6 - 10 AFTERNOON WORKSHOPS

Realising Form Out of Imagination - a Dance Between Eurythmy and Form-Drawing (Grades 1-3 and 4-5)

In form-drawing the children are not copying the form drawn by the teacher but recreating the idea of the form for themselves. They are engaging with the movement both of their body and of their imagination. This imagination can be inspired by forms and patterns in nature, by order in mathematics, by diversity in cultural motifs. Once the idea is grasped it can be developed while still remaining true to the inherent order of the form. The worlds of eurythmy and of form-drawing come together beautifully. Experience how the processes of form-drawing in class are enriched through eurythmy in this movement/drawing workshop. Each day a new grade pairing will come into the spotlight, with grades 1/2 on Monday, 2/3 on Tuesday, 3/4 on Wednesday, 4/5 on Thursday, 5/6 on Friday. Join us for a session or two... or five if the muse so takes you!



Week One: July 6 - 10 AFTERNOON WORKSHOPS



Inderpal Wig

Born in India, raised in Canada, Inderpal comes from a Sikh household rooted in spiritual beliefs that were deepened and harmonized for her manyfold through Anthroposophy. She left a corporate career to take up full-time Waldorf teacher training at RSCC from 2014 to 2016, becoming a class teacher at the Halton Waldorf School. Drawn deeply to eurythmy, she enrolled in the full-time training at Eurythmy Spring Valley and returned to teach eurythmy at Halton from 2022 to 2025. Inderpal continues to deepen her personal and artistic practice, while offering eurythmy for children, adults, communities, and organizations as a living art that nurtures presence, embodiment, expression, connection, healing and wholeness in our fast-paced and fragmented world.



Paul White

Biography can be found on page 11.



Week One: July 6 - 10 AFTERNOON WORKSHOPS

Phenomenological Science in the Middle Grades: 6-8

In the middle school years students experience a need to connect to the physical world in a new way and develop concepts from what they perceive around them. This is the time when teaching formal science begins, and it is then that one sees the first signs of their intellect forming independently of the feeling life. We will examine all the science main lessons of grade 6, 7 and 8 and focus on the phenomenological approach by doing many of the experiments that form the heart of the middle school science curriculum. These hands-on experiences will challenge the participants to form meaningful concepts that come directly from their own observations, not from prescribed theories. Participants will be helped to understand how to capture the essence of their experiences, how to record the material, and how to build upon more complex phenomena as the students move through these three years.



Lylli Anthon

After completing her science degree at Queen's University in Kingston, Ontario, Lylli went on to be a parent at the newly formed Halton Waldorf School. It was here that she became a class teacher for over 25 years, taking one class from grade 1 to 8 and many middle school classes

from grade 6 to 8. From 2004 to 2015 Lylli concomitantly worked with Michael D'Aleo, Gary Banks and Barbara Richardson on "Teaching Sensible Science" (SENSRI), a course for Waldorf teachers preparing for science in the middle school. Although recently retired from class teaching, Lylli continues to lead the science course for teacher education students at RSCC and to mentor at Halton Waldorf School.

WITH GRATITUDE TO

RSCC's Volunteers

Toronto Waldorf School

Linda Lee and Paper Pipit

Mercurius Canada

Uriel

Dr. Hauschka

**Our Farm Breads - organic, fresh, local -
available at Village Market, TWS, Saturday 8am-1pm**



**Front page artwork by class five children
at Halton Waldorf School
Teacher - Declan O'Driscoll**

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Anthroposophy, the Practice of Meditation and The Spiritual Path of the Waldorf School Teacher

Robert will provide an introduction to the anthroposophical path of knowledge, drawing heavily on Rudolf Steiner's book *Knowledge of the Higher Worlds and Its Attainment*. In addition to providing lectures on the nature of the meditative path, Robert will lead participants through a series of artistic and meditative exercises to help ground lecture ideas in lived experience. Throughout the course, Robert will speak to the spiritual path of the Waldorf school teacher, reviewing the specific indications and meditations Rudolf Steiner developed for teachers. Through this course, participants will gain an orientation to the anthroposophical meditative path sufficient to enable them to begin this great journey, should they so choose. Waldorf school teachers and early childhood educators will gain a deeper understanding of their chosen vocation as a specific form of the path to higher knowledge.



Robert McKay

Biography can be found on page 11.

Loved it all; great singing in the morning; the teacher was wonderful. Beautifully prepared! Oh, snacks were abundant and 'the service' was divine!

Art as a Spiritual Path: Working with Pastel Painting

This course invites participants into a contemplative space for an inner journey through meditative pastel painting. Through intuitive artistic practice and conscious work with colour, we can deepen our soul life and sense into the language of the spiritual world.

This course supports attentive perception, inner quiet, and self-development through artistic practice, inviting participants to experience art as a means of connection between the sensory and the spiritual.

All levels of artistic experience are welcome.



Berit Strasser

Berit grew up on biodynamic farms in Switzerland within anthroposophic communities and attended Waldorf schools, where a lifelong relationship with art began. From the quiet absorption of childhood drawing to a sustaining lifeline through life's storms, art threads its way through every part of Berit's life.

After immigrating to Canada, she earned a Fine Arts degree from Mount Allison University and developed an independent art practice through exhibitions, teaching, and commissions. She has been the art teacher at the London Waldorf School since 2011 and has completed numerous anthroposophic artistic development courses over the years. Berit is currently in the final stage of a four-year anthroposophic art therapy training at the Kairos Institute (Center for Anthroposophy, NH). She brings a deep appreciation for the healing and spiritual qualities of art to her work with both children and adults.

Week Two: July 13 - 17 MORNING WORKSHOPS

Unlock the Meaning and Purpose of *The Philosophy of Freedom* - a New Thinking Workshop

Our civilization needs a new type of thinking, a new thinking that opens hearts and moves us to intuitive action. Times are changing quickly, but our old thinking is holding us back and making us emotionally miserable and hopeless. Rudolf Steiner wrote a book *The Philosophy of Freedom* encoded with these new thinking patterns necessary for enlivening our soul-powers. By practising The New Thinking, you not only learn to harmonize your mind, but you develop your heightened senses and power of intuitive knowing. Join us in this endeavour and experience it for yourself.

“Unlike teachings based primarily on belief, Steiner’s path for such esoteric study is a cognitive one of what he terms, Spiritual Science. It is one of gnosis—higher knowledge of spiritual matters. He posits we can learn to know how to experience the spiritual realms as a reality through our thinking, feeling and willing. The choice of whether or not to learn and practice this knowledge is ours.” Nana Goebel

Week Two: July 13 - 17 MORNING WORKSHOPS



Mark Riccio

Mark is a Waldorf alum (Manhattan Waldorf school). He studied *The Philosophy of Freedom* in Germany with Frank Teichmann and with Florin Lowndes. He has led *The Philosophy of Freedom* study groups for years to people of all ages and from many countries. Mark currently edits The New Thinking Institute Newsletter that publishes articles on Rudolf Steiner’s New Thinking and forgiveness.
<https://www.thenewthinkinginstitute.com>



Cindy Taylor

Cindy Taylor has been a Waldorf teacher and school administrator for many years. Four years ago Cindy discovered The New Thinking through the newsletter. She joined a group that was learning how to work with the thought forms contained within *The Philosophy of Freedom*. After memorizing condencements of the preface to the 2nd edition the group worked through the 2nd appendix and then, slowly, through the whole book. This activity culminated with the task of memorizing the whole book, some 360 paragraphs, and spending ten days in person with the group members, practicing presenting and meditating the thought forms together. It was a fantastic experience.

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Week Two: July 13 - 17 MORNING WORKSHOPS

Am I Living the Life I've Come to Live?

Manifesting destiny forces and living the life I've come to live - more fully

How can I recognise and then manifest my 'pre-earthly intention' more consciously?

What gifts and challenges did I bring with me into this life?

Come enter into an artistic process charting our lives and sharing in our different perspectives as we open ourselves to intimations of our unique purpose and calling in life. Such deepening of our biography studies can not only be a joyful and exciting experience but also a wonderful opportunity to enter as a newcomer into the 'artistic creation that is your Life.'



"Aesthetic judgements rather than abstract reasoning guide and shape the process by which we all come to know what we know."

Daniel Tammet, TED talk.

Week Two: July 13 - 17 MORNING WORKSHOPS



Regine Kurek

A graduate of the late Dr. Gurdrun Burkhard's biography training in Arlesheim in 1995 (yes, that Dr. Burkhard!), Regine went on to pioneer biography training in Canada through the Arscura School for the Exploration and the Development of Art in the Healing and Social Fields. Its three-year program gained accreditation with the ITF (International Trainers Forum) and at the Goetheanum, where Regine herself became a contributor to the bi-annual WEBC (Worldwide Biography Conference) until 2019. She continues to lead art and biography courses both near and far.

All materials provided. Just bring a journal for reflections.



**Registration opens March 15 . Register online at
www.rsc.ca/SummerFestival . info@rsc.ca . 905-764-7570
138-1 Hesperus Road, Thornhill, ON L4J 0G9**

Week Two: July 13 - 17 AFTERNOON WORKSHOPS

Manifesting Formative Forces in Organic Architectural Forms - Through Clay

A child develops in rhythms. In each seven-year period, one of the four members of the human being is built up. We can support proper development of these members with appropriate forms according to the character of each seven-year period. During our workshop, we will model appropriate forms for each seven-year period. The foundations of these forms can subsequently form the entire school environment and architecture. At this workshop you will learn to model basic organic shapes, metamorphoses between them, and connections with the four members of the human being (physical body, body of formative forces, astral body, and organization of the self).



Oldřich Hozman

A graduate of architecture and furniture design Oldřich has also studied Feng Shui and the subtle energies of the landscape. In addition, he has studied eurythmy, anthroposophic art therapy and Goetheanistic sculpture and sculptural

renderings of the seven capitals and columns of the first Goetheanum. He has offices both in Dornach and in the Czech Republic. His work incorporates the principles of holistic architecture, the subtle forces of nature, and geomancy. He focuses on healthy building materials and designs low-energy and environmentally friendly buildings. He teaches courses in modelling and carving organic Goetheanistic forms, and lectures internationally on topics such as holistic, anthroposophic and organic architecture, the twelve senses, and healthy architecture for schools and learning.

Week Two: July 13 - 17 AFTERNOON WORKSHOPS

Art in the Upper Grades: Cultivating Self-Expression Through Skill Development

As students enter the upper grades, art education shifts from guided instruction toward greater independence and self-expression. This hands-on course explores how to strengthen artistic skills while empowering students to discover and confidently express their unique artistic voice. Building on foundations from the lower and middle grades, participants will engage in practical artistic work across a range of media and gain inspiring approaches for guiding adolescents toward authentic, self-directed artistic expression.

Berit Strasser

Biography can be found on page 25.



More about Oldřich and his work on his website www.arc.cz



Week Two: July 13 - 17
AFTERNOON WORKSHOPS

Veil Painting - The Mysterious Art of Becoming Out of Not Knowing

The process begins with developing a deeper relationship with the beings of colour and carefully avoiding any particular intention or outcome. Thin, almost translucent overlapping layers of fluid pigment are applied slowly to dry water-colour paper.

Multiple layers of colour, avoiding repetition of form, slowly reveal a motif which can be abstract or pictorial. Now the artist brings the painting to completion. What was at the beginning living unknown in the artist now comes to full fruition in the outer world painting.

Each wash or veil of colour requires continuous flexibility from the artist as the artistic field changes with each successive wash and the unknown only slowly reveals itself. This is painting out of the colour, a meditative process both artistically challenging and yet refreshing to the soul.



Jef Saunders

A co-director of Arscura – School for Living Art. He is a biography counsellor and an anthroposophically inspired artist and teacher. For 18 years he was also an art therapist and biography counsellor at an anthroposophical medical practice.

Week Two: July 13 - 17
AFTERNOON WORKSHOPS

Hidden Powers Within Class Plays for Children's Development

Enkindle your determination to undertake class plays with deepening insight, that begins with the first recitation you do in grade one and carries you and your class through to a grade eight culmination play, that is in-woven with a continuum of culture, creativity, new skills, class community and classroom management. Herein lie lifetime memories for students, class teacher and parents.

If you don't know why you're going to all the trouble of a class play, if you're looking for direction about where to find the 'right' play, if you wish the children would just speak louder (!), these and all your other questions and concerns will lift in the company of our bard.



Les Black

Biography can be found on page 11.

Les is a master teacher. I especially appreciated how he brought in classroom management that meets the child's developmental phase, and supported it with practical experience.



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BREAKING THROUGH : How to Rescue Childhood And Heal the Parent-Child Relationship

From the cover of Mary's book to be released on June 1, 2026: 'Building healthy, respectful relationships with our children means grasping a single critical factor that is hiding in plain sight: it is not the child's flowering intellect that is at the forefront of brain development awaiting our explanations — it is the child's ancient survival brain that wants to run the show. And that character cannot be reasoned with!

There has long been a cry for a more humanistic model of parenting that allows a child to be a child. This might sound obvious and easy, but if children are enslaved to their defence system with its myriad reactive behaviours, they will never be free to be a child, no matter what methods are applied. Mary has created a breakthrough method that has helped hundreds of parents in her practice to understand and turn around entrenched reactive behaviour in their children.'

So join Mary and discover how to manage meltdowns, how to turn reactive stuck patterns around, in short, how to help your child to become free to be a child



Mary Willow

Mary is the founder of Plum Parenting, a service now in its 20th year of providing one-on-one education and mentoring to parents and teachers throughout New Zealand where she is based, and internationally, online.

Prior to 2007 Mary worked for many years in the fields of nursing, midwifery and early childhood teaching. In 1979 she attended the Foundation Year at Emerson College UK, and she completed her Waldorf teacher training here at RSC in 2001, where she began giving talks and workshops.

Helping Children with Challenges in the 3 Rs - Rhythm, Repetition and Reverence Through the HEART (Healing Education And Remedial Training) Approach

This workshop offers participants the opportunity to develop a deeper understanding of the underlying issues that present for children who are experiencing challenges in acquiring skills with the "3 Rs", as seen through the lens of the anthroposophical view of the developing human being. We will then explore ways to support these children.

This will be a very practical workshop, drawing on exercises from Audrey McAllen's The Extra Lesson, the Orton-Gillingham approach, and exercises that focus on the development of numeracy skills. It will include therapeutic movement, painting, form drawing, and "games". Class teachers, as well as teachers working in group/individual settings and parents, will find these exercises of invaluable help in remediation work with the children in their care.



Arlene Kamo

Arlene has taught more than two cycles from Grade One to Eight as well as Kindergarten and Parent and Child classes. She is a trained psycho-educational consultant, having an MA in Clinical Psychology (University of Toronto) and an Anthroposophic Art Therapy diploma.

She is currently Director of HEART - the Healing Education and Remedial Training - at RSCC, a facilitator for the New Adult Learning (NAL) movement and a member of the Trillium Waldorf School faculty. Arlene provides educational support for students, anthroposophic art therapy, tutoring and Orton-Gillingham remediation, mentors Waldorf teachers and facilitates parent/adult education courses.

My Marionette, My Self

In creating a silk marionette that is true to ourselves and our life's work we are opening a bridge into our biography. As our marionette lives through our stories, particularly those told outdoors in nature, we open ourselves to the response from nature beings and the possibility for healing and transformation. By the end of the week, your marionette will be ensouled, introduced and active through this unrehearsed, freed form of storytelling. It will accompany you in whatever your work in the world may be.



\$25 material fee



Laurie Harper-Burgess

Laurie Harper-Burgess has been a Waldorf early childhood teacher for many years and a LifeWays home care provider for the last twelve. Since retiring in the summer of 2023, she has been mentoring and teaching more frequently at the RSCC. Three of her ongoing passions are working with children and 'grown-ups', puppetry and nature. She has discovered that this expressive art medium brings these together in a way that can have a truly transformative effect. Come and experience the power of the puppet.

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Healing the Impact of Technology in Education

During the morning sessions, we will explore the health and wellbeing of the developing child as it relates to their growth and development in a 3-fold way. We will explore how to care for the sensory system of the growing child as our central theme and inquiry. The foundations for sensory development are laid down in the childhood years and this can help or hinder the unfolding of capacities for learning. Participants will engage in study, conversation and individual reflection time during these sessions.



Meaghan Witri

Biography can be found on page 11.



"Meaghan blew the world open in a new way - dismantling assumptions with a truly human touch, inspiring me into a greater understanding of how to support community and what is being called for by the rising generations." - Testimonial, 2025 Summer Festival

The Wonders of Working in Metal

Rooted in Anthroposophy and Goethean Science, Leed brings a deep reverence for the aesthetic path as a means of fostering meaningful conversations and active listening within classrooms and communities. His session will explore Steiner's principle of "no spirit without matter and no matter without spirit," offering participants practical tools for integrating moral imagination with technique. Through working with metals as teachers, attendees will discover how art and science converge to help create a healing and enlivening education through the rhythmic hammering and crafting of metals.

The joy of working with metal, especially copper, will be explored by shaping the copper into various shapes: a small candle holder, candle snuffer, bell, tin casting. We will look at the qualities of various metals that have been an integral part of shaping human history: golden age, bronze age, iron age. We form the metals and so they inform us of who they really are and not just how we may use them. No prior experience necessary just goodwill and the ability to wonder.



Leed M. Jackson

Leed has devoted over three decades to inspiring students and colleagues at the Toronto Waldorf School, where he teaches physics, metalwork, sculpture, technology, and the history of architecture. With a Bachelor of Science from McMaster University and a three-year Sculpture diploma from Emerson College, Leed has also taught a Foundation course in *The Philosophy of Spiritual Activity* at Emerson College. His leadership includes having served as a High School Chair and a Board member.

Working with Wood the Waldorf Way

Come craft in the TWS woodshop with Warren Lee Cohen, long time Waldorf class teacher, teacher educator and woodworker. Learn how to read wood and work with a variety of tools to carve your own wooden toys, and useful and decorative items. He will lead you through all the steps from choosing the right wood, through working wisely, to bringing your project all the way to fruition. Come and discover how satisfying it can be to craft your own creations out of wood and how to lead students through similar experiences.



Warren Cohen

Biography can be found on page 15.



Students on break enjoying the TWS campus

Week Three: July 20 - 24 AFTERNOON WORKSHOPS

Storytelling Joyfully

Storytelling connects us with each other “eye to eye, mind to mind, and heart to heart.” The images that unfold in your mind’s eye can reveal a map for joyful learning and telling. The toolkit of the craft is simple, easy to use, and handy for classroom management. The artistic practice is surprisingly refreshing for tellers and listeners. The more you practice, the more this art renews you and builds your confidence. With gentle movement, drawing and telling exercises you’ll practice learning and telling stories with delight!

Ready-made images in our technological culture endanger imagination. In contrast, each story told is a soulful dialogue with imagination.



Dawne McFarlane

Dawne is a Waldorf teacher and performer who has been sharing the art of storytelling for more than 35 years across Canada and internationally. She is rooted in a rich tradition passed down from her Scottish grandfather. Dawne was artistic director of Toronto International Storytelling

Festivals 2019/20/21. She has been an integral part of the Waldorf community for decades as a parent, teacher, and mentor to teachers. Dawne is co-author with Georgiana Keable (Norway) of *Fairytales, Families and Forests: Storytelling with Young Children* (Hawthorn Press).

Week Three: July 20 - 24 AFTERNOON WORKSHOPS

Awakening a Connection to Formative Forces Through Speech and Drama

The arts of speech and drama offer helpful and enlivening ways to develop an individual practice that connects directly with the formative forces shaping our work in the classroom. In this course, we will gather together each day and seek the upbuilding and nourishing harmony that truly creative work can bring. Rudolf Steiner suggests that teaching is an art. Let’s become artists in all that we do!



Séamus Maynard

Since graduating from the Guildhall School of Music and Drama, London, Séamus Maynard has developed his own unique approach to the art of acting which draws heavily on Rudolf Steiner’s indications on speech and Michael Chekhov’s view of acting as an art. As an actor and musician, Séamus has worked with a range of companies including The Belgian National Theater (Brussels Belgium and Salzburg Austria) and The Actors’ Ensemble (Hudson, NY), where he is the current artistic director. As a teacher of acting, speech and movement he has taught at a number of colleges, most recently the Phoenix Initiative, a spirit-led education initiative as well as Waldorf schools. Séamus is the author of the book: *Parzival A Journey of Initiation* as well as three original plays, *A Solo Interrupted*, *Ascalun*, and *Appearances*.

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PROGRAMS AND COURSES

WALDORF TEACHER EDUCATION FULL-TIME GRADES AND EARLY CHILDHOOD

September to July, Monday-Friday
Enroll now for 2026-2027

PART-TIME EARLY CHILDHOOD

Begins June 14, 2026
Two year - Birth-to-Seven
One year - Birth-to Three
Intake ONLY once every two years

PART-TIME GRADES

Begins July 6, 2026
Two full years AND THREE WEEKS IN JULY
In person three weeks in July each year

FOUNDATIONAL LESSONS ON WALDORF EDUCATION/FLOWER*NEW

Three-week intensive, July 6-24, 2026
Monday-Friday, part of 2026 Summer Festival

BIODYNAMIC FARMING EDUCATION

*NEW: Diploma program
Two years
On-line plus 4X2 weeks on-farm practicums
Starts March 5, 2026

HEALING EDUCATION

HEALING EDUCATION AND REMEDIAL TRAINING (HEART)

Start anytime, from anywhere
Three parts
Independent study



PROGRAMS AND COURSES, CONT.

FOUNDATION STUDIES IN ANTHROPOSOPHY DISTANCE

Start anytime, from anywhere, learn at your own pace
32 one-on-one mentoring sessions
Independent study in between

ENCOUNTER

In person, September to May
Thornhill, Weekly 9am - 1 pm
Other locations - CALL FOR DETAILS



ONLINE COURSES ANTHROPOSOPHY-AN INTRODUCTION VOICES OF EXPERIENCE

Self-directed, available at www.rsc.ca, \$50 CAD each



TESTIMONIALS

"Thank you for having this course (Foundation Studies) available and in the distance, Zoom format. I felt free to go at my own pace and really dive deeply into the material with my mentor. I truly believe that it has enhanced my experience as a teacher and given me confidence in what I am here to do."
Student, 2024

"The Trillium Waldorf School Board is deeply committed to the principles of Waldorf education. Recently, we completed the course, "Anthroposophy: An Introduction" offered by Rudolf Steiner College Canada. Each month we would read a module and then take time during our board meeting to discuss what we learned and felt. This process not only built unity amongst board members but assisted us in gaining a renewed appreciation for how Steiner's teachings enrich our understanding of child development, pedagogy, and the transformative role of education. We wholeheartedly endorse this course and encourage other Waldorf school boards, educators, parents, and community members to explore Anthroposophy through this introductory course."

Board of Directors – Trillium Waldorf School

WALDORF EARLY CHILDHOOD CONFERENCE

April 24-25, 2026

For educators, parents and friends of Waldorf Education

HALTON WALDORF SCHOOL
2193 Orchard Rd., Burlington, Ontario, Canada

The Waldorf Approach After 100 Years: Meeting the Needs of Young Children of Today

KEYNOTE SPEAKER: STEPHEN SPITALNY

It has been 100 years since the first Steiner/Waldorf early childhood program began. Is it still relevant? Does it meet the needs of modern families? This conference offers deepening of ideas, practical practices, and support and collegiality for the participants.



Stephen Spitalny has been a Waldorf kindergarten teacher in California for nearly 40 years. He is an author of three books on young children, travels widely offering workshops and courses throughout the world. Stephen is a former member of the Board of WECAN, as well as former editor of Gateways. He has written numerous articles for Gateways and a variety of other publications. www.chamakanda.com

For details and to register: www.rsc.ca

WALDORF EARLY CHILDHOOD CONFERENCE

SCHEDULE

Friday, April 24

6:00 pm Dinner and registration
7:00 Singing with Patti
7:30 Keynote

Saturday, April 25

8:30 am Singing
9:00 Keynote
10:30 Break
11:00 Q & A
12:30 pm Lunch
1:30 Workshops
3:30 Break
4:00 Plenum

Vendors market open on
Saturday during the
conference and breaks

Fee - \$140 CAD, includes all
meals - Friday dinner, Saturday
lunch, snacks and beverages
10% off for 5 people or more
from the same school
ALL meals are vegetarian and
gluten free

CHOOSE FROM THE FOLLOWING WORKSHOPS:

Connecting with Young Children: What to Do When the Children Don't Do What You Want Them to Do?, with Stephen Spitalny

Wet Felted Butterflies, with Heather Church

Mood of the Fifth/Lyre Ensemble, with Anita Mayerhofer

Children and Their Art: What Is Revealed to Us?, with Rihana Rutledge

The Journey from the Head to the Heart: The Inner Path of the Waldorf Teacher, with Yasmeen Mamdani

Regulation Through Movement: Screen Free, with Tammy Caldwell

Puppets in the Garden: Let's Step Outdoors and Discover How Natural Spaces Can Spark Storytelling, with Diane Goldsmith

Let's Needle Felt a Picture, with Lili Golbous

Making a Wooden Honey Pot Spreader, with Cathy Cole

Levity and Living Pictures - How to Meet the Young Child, with Karen Weyler

Intertwining Willow with Children, with Marnie McCourty

Register on www.rsc.ca

See registration form for accommodation option.
Spaces are limited.



RESEARCH PRESENTATIONS

Our annual Summer Festival is the occasion for student teachers in RSCC's professional development programs to present the research they have been working on. We warmly invite all participants of this year's festival to come, hear and be inspired by the discoveries they have made and the insights they have gained. Certainly they will appreciate your support.

Presentations happen at 6:00 pm. Check the noticeboard for project themes, days and locations.

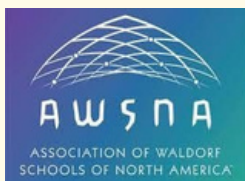
Good luck to all presenters!

'LET YOUR HAIR DOWN' TIME

"All work and no play makes Jack a dull boy, Jill too no doubt." After a week of getting on with it (or four days anyway), come and join us for a bit of light relief on Thursday evenings from 7:00 pm. We'll meet outside by the pizza oven, so bring along your guitar, trumpet or spoons, your own poem or your shared skit, your short story or your country dance and let's have a bit of fun together.

GRADUATION

Our final Thursday, July 23, is a celebration of a slightly different kind. The end of the festival marks the culmination of both the intensive FLOWER program and the three-year, in-service (PT) Teacher Education program. We will be honouring the achievements of graduating students in the company of their families and friends, beginning at 7:00 pm (prompt). *All are welcome to join us (smarter casual please).*



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WEEK 1 July 6-10

MORNINGS (9.00-12.30)

The Big Picture

- **Grade Intensives 1-8**

Register by May 15
SAVE ADDITIONAL
\$75

AFTERNOONS (1.45-5.00)

Getting into the Details

- **Salutogenic Classroom Management: Moving Towards 'Intuition' as a Ground for Affirmative Authority (Gr. 1-4, 5-8)**
- **Building Mutually Supportive Parent-Teacher Relations**
- **Realising Form Out of Imagination - a Dance Between Eurythmy and Form-Drawing, (Gr. 1-3, 4-5)**
- **Phenomenological Science in the Middle Grades (6-8)**

Foundational Lessons on Waldorf Education Retreat / FLOWER

WEEK 2 July 13-17

MORNINGS (9.00-12.30)

Inner Work

- **Anthroposophy, the Practice of Meditation and the Spiritual Path of the Waldorf School Teacher**
- **Art as a Spiritual Path - Working with Pastel Painting**
- **Unlock the Meaning and Purpose of *The Philosophy of Freedom***
- **Am I Living the Life I've Come to Live?**

AFTERNOONS (1.45-5.00)

From Inner to Outer

- **Manifesting Formative Forces in Organic Architectural Forms - Through Clay**
- **Art in the Upper Grades: Cultivating Self-Expression Through Skills Development**
- **Veil Painting - the Mysterious Art of Becoming Out of Not Knowing**
- **Hidden Powers within Class Plays for Children's Development**

Foundational Lessons on Waldorf Education Retreat / FLOWER

WEEK 3 July 20-24

MORNINGS (9.00-12.30)

Healing Education

- **BREAKING THROUGH: How to Rescue Childhood and Heal the Parent-Child Relationship**
- **Helping Children with Challenges in the 3 R's: Rhythm, Repetition and Reverence Through the HEART Approach**
- **My Marionette, My Self**
- **Healing the Impact of Technology in Education**

AFTERNOONS (1.45-5.00)

Revealing the Working of Spirit

- **The Wonders of Working in Metal**
- **Working with Wood the Waldorf Way**
- **Storytelling, Joyfully**
- **Awakening a Connection to Formative Forces Through Speech and Drama**

Foundational Lessons on Waldorf Education Retreat / FLOWER