

# LIVING OUR PRINCIPLES

## A FOUNDATION FOR THE FUTURE OF WALDORF® EDUCATION

*"We must adjust to changing times and still hold to unchanging principles."*

-JIMMY CARTER

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## LETTER TO THE COMMUNITY

Dear Waldorf Community,

The 2015-2016 school year was a wonderfully fulfilling and busy year for AWSNA®. The highlight, perhaps, was consensus approval of AWSNA's principles for Waldorf® schools and institutes in June. Our principles strengthen the foundation and identity of Waldorf Education, and propel us into the future with clarity and inspiration. We are pleased to share them as part of this report. Thank you to our regional delegate circles, under the guidance of the Leadership Council, for accomplishing this important work.

This past year, we also celebrated 25 years of *Renewal: A Journal for Waldorf Education* and we made great strides in increasing the digital presence of Waldorf Education with a new website, an increased social media presence, and a popular blog series, *Essentials in Education*. AWSNA's annual conference in Detroit, *Healthy Human Relationships: A Foundation for Flourishing Schools*, reached full registration and we sponsored a second Mexico seminar at Colegio Waldorf Amanecer, Aguascalientes on a similar theme.

A total of 283 teachers were supported through AWSNA's teacher education loans and grants program. Our member schools more than doubled practicing teacher grants with contributions of greater than \$150,000. The total amount given in loans and grants during the 2015-2016 school year equaled \$322,784.

Additionally, close to 1,000 teachers, staff members, and board members registered for this year's administrative professional development webinars and 2,000+ parents participated in our extensive marketing survey, the results of which will be used to refresh Waldorf branding and messaging strategies in recognition of 100 years of Waldorf Education.

Our activities continue to move our strategic priorities forward by leaps and bounds. We thank you for making our favorite moments from this past year possible and for being a part of our incredible community.

## VISION, MISSION, VALUES

The Association was founded in 1968 to support schools and institutes. Our vision is to strengthen and nurture Waldorf Education and to advance Waldorf principles worldwide. Today AWSNA represents more than 160 independent schools and 14 teacher education centers in North America. AWSNA is part of the international Waldorf movement, which includes more than 900 schools in 83 countries around the globe.

AWSNA's mission is to support member schools and institutes through collaborative regional work, professional and resource development, accreditation, community outreach, and advocacy.

The Association's work is based on four core values.

### THESE VALUES ARE

Invoke and develop Quality and Integrity in everything we attempt and achieve

Promote Strength and Resourcefulness in every school community

Foster, encourage, and support inspired Leadership and Collegueship

Work towards conscious and collaborative human Community and Relationships

## **AWSNA'S PRINCIPLES FOR WALDORF SCHOOLS**

Founded in the early 20th century, Waldorf® Education is based on the insights and teachings of world-renowned artist and scientist, Rudolf Steiner®. Guided by these insights, in June 2016, AWSNA® delegates adopted the following seven AWSNA Principles for Waldorf Schools. These principles articulate the most important values that inform the policies and practices of Waldorf schools in North America and are held as a central tenet of our schools' accreditation process. We are pleased to share them with our community.

### **THE IMAGE OF THE HUMAN BEING AS A SPIRITUAL BEING INFORMS EVERY ASPECT OF THE SCHOOL.**

Waldorf schools work actively with insights from Rudolf Steiner about the incarnating human being. One core insight is that the human being is a threefold being of *body, soul, and spirit*. Waldorf Education enlivens the physical, emotional, intellectual, social, artistic, and spiritual capacities of the human being as the individual moves through the phases of this life.

### **WALDORF SCHOOLS FOSTER SOCIAL RENEWAL BY CULTIVATING HUMAN CAPACITIES IN SERVICE TO THE INDIVIDUAL AND SOCIETY.**

Waldorf schools foster development so that, throughout life, individuals are motivated to serve humanity with strength of will, depth of feeling, clarity of thought, and the ability to work with others. The educational program is designed to strengthen these fundamental human capacities in our students.

### **ANTHROPOSOPHICAL UNDERSTANDING OF CHILD DEVELOPMENT GUIDES THE EDUCATIONAL PROGRAM.**

Waldorf schools work with the gradual development of the human being from child to adult. This development follows an archetypal sequence of three seven-year phases. During this time, the soul and spirit progressively take hold of the physical body. Each child's development is a unique expression of the human archetype. Each phase has characteristic physical, emotional, and intellectual dimensions.

The educational program is developed out of this understanding. Core components of the educational program include the student-teacher relationship; the artistic approach; working from experience to concept; working from whole to parts; use of rhythm and repetition; and observation as the foundation for assessment. Each approach is tailored to meet the students in each phase of child development.

Thus it is essential that teachers have formal preparation in Waldorf pedagogy or are engaged in such preparation.

### **WALDORF SCHOOLS SUPPORT FREEDOM IN TEACHING WITHIN THE CONTEXT OF THE SCHOOL'S SHARED AGREEMENTS.**

The educational program of each Waldorf school is founded on Rudolf Steiner's insights about the growing child, informed by the teachers' ongoing study of anthroposophy and their professional development in Waldorf Education.

The faculty of the school works collaboratively and cooperatively to develop, refine, and periodically review the educational program. Individual teachers work creatively

with curricular, pedagogical, and assessment components of the program out of freedom and in a way that serves their individual students, the class as a whole, and the school community. This work reflects and respects the shared educational understandings and agreements of the faculty.

**THE CONSCIOUS DEVELOPMENT OF HUMAN RELATIONSHIPS  
FOSTERS INDIVIDUAL AND COMMUNITY HEALTH.**

Enduring human relationships between students and their teachers and among the children themselves are at the heart of Waldorf® Education. The teacher's task is to work with the developing individuality of each student and with each class as a whole within the context of the entire school. These relationships gain in depth and stability when they are cultivated over multiple years.

Healthy human relationships with and among parents and colleagues are essential to the well-being of the school. Members of the community are invited to join in developing meaningful, collaborative, transparent forms for working together. Each individual's self-development is encouraged since it is key to the well-being of the whole.

**SPIRITUAL DEVELOPMENT IN SUPPORT OF PROFESSIONAL GROWTH  
IS AN ONGOING ACTIVITY FOR THE FACULTY, STAFF, AND BOARD.**

Members of the faculty, staff, and board work in an ongoing way to cultivate their spiritual development with the help of anthroposophical and other study. Waldorf schools create opportunities for shared educational study, artistic activity, mentoring, and research to further this growth and development in service to the students.

**COLLABORATION AND SHARED RESPONSIBILITY PROVIDE  
THE FOUNDATIONS OF SCHOOL LEADERSHIP AND GOVERNANCE.**

Waldorf schools are self-administered. This work is strengthened by cultivating a shared anthroposophical understanding of social interaction. Faculty, staff, and the board share responsibility for guiding and leading the school in the following manner:

- The educational program is developed by the faculty under the guidance of the pedagogical leadership of the school.
- Administrative activities further the educational program.
- The board works strategically to enable legal and financial health in order to realize the mission and vision of the school.

Governance of the school is structured and implemented in a manner that both cultivates collaboration and is effective.

## FINANCIAL REPORT

### ✓ Actuals

INCOME		EXPENSES	
DUES	\$1,264,426	MEMBER SERVICES	\$808,147
GIFTS	\$325,183	OUTREACH	\$404,100
RENEWAL	\$144,281	TEACHER EDUCATION	\$452,718
SUMMER CONFERENCE	\$95,643	RENEWAL	\$159,541
OTHER	\$45,963	TRANSITION	\$66,000
<b>TOTAL INCOME</b>	<b>\$1,875,496</b>	<b>TOTAL EXPENSES</b>	<b>\$1,890,506</b>

## Statistics

### COLLABORATION

74

**ACCREDITATION VISITING TEAM VOLUNTEERS** shared their time and expertise with member schools during the accreditation process

47

**DEVELOPING SCHOOL AND INSTITUTE PEER VISITS** were conducted to support schools and on their path to membership

160

**AWSNA DELEGATES** developed and approved AWSNA's Principles for Waldorf Education

2900+

**INTERNATIONAL WALDORF SCHOOLS & EARLY CHILDHOOD CENTERS** began planning for the 100 year anniversary of Waldorf Education

90

**PARTICIPANTS** attended AWSNA's Mexico Teachers' Seminar in Aguascalientes at Colegio Waldorf Amanecer

300

**ATTENDEES** enjoyed AWSNA's *Healthy Human Relationships: A Foundation for Flourishing Schools* conference in Detroit, MI. A full house!

### SERVICES

288

**ASPIRING & PRACTICING TEACHERS** were supported with AWSNA's teacher education loans and grants program

17

**AWSNA SCHOLARSHIP RECIPIENTS** attended the world teachers conference in Dornach, Switzerland

450

**SCHOOL & INSTITUTE ADMINISTRATORS** benefited from AWSNA's professional development training webinars

25

**YEARS OF SERVICE** were celebrated for Ronald Koetzsch and Anne Riegel-Koetzsch, editor and copy editor of *Renewal: A Journal for Waldorf Education*

39,402

**JOB SEARCHERS** visited the Waldorf job openings pages on WaldorfEducation.org

10,268

**PROFESSIONAL STAFF AND FACULTY MEMBERS** visited AWSNA's new member portal to access valuable resources

### SCHOOLS & INSTITUTES

78

**SCHOOLS** are now fully accredited by AWSNA, with eight schools accredited for the first time

2116

**PARENTS** participated in AWSNA's first ever parent motivation marketing survey

13

**REGISTERED INITIATIVES** in Mexico and at the Lakota Waldorf School on the Pine Ridge Indian Reservation in South Dakota

72

**MEMBER SCHOOLS & INSTITUTES** have been visited by AWSNA's executive team in the past three years

## THANK YOU

Without the support of our members and those friends who see the value of collaboration in support of Waldorf® Education, the volume of work accomplished would not be possible.

We are incredibly grateful for all of our donors!

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