



LifeWays Early Childhood and Human Development Training CORE CONTENT

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Human Growth and Development

Developmental Cycles from Birth to Twenty-One	Many R's of Early Childhood–Routine,Rhythm, Repetition,Respect,Reverence,Resistance,Resilience
Adult as Curriculum/Child as Apprentice: Imitative Nature of the Young Child	Child Development from Medical Perspective – Natural Development and Health Issues:
Understanding Children's Drawings	Nutrition, Sleep, Warmth, Health and Safety
Comparison of Developmental Theorists and Contemporary Child Development Views	Nurturing and Nourishing: Care of Child / Care of Caregiver
Development of Speech	Spiritual Nature of the Child - Unbornness
Development of Thinking	Development of Play
Mantles that Support Walking, Speaking, Thinking	Development of the Senses
Seven Life Processes	Development of Movement
Working with Adult Temperaments	Body Games for the Very Young
Brain Development and Neurological Research	Discipline: The L.O.V.E. Approach
Biography Themes/Life Phases	Threefold and Fourfold Human Being
Working with Self-Awareness	Meditative Practice

Child, Family and Community

Relationship-Based Caregiving	Personal Life Balance
Breathing/Flexibility in Working with Parents, Colleagues and Self	Mindfulness as a Tool for Work and Daily Living
Creative and Healthy Environments for Children	Seasonal Festivals and Celebrations
Joyfulness as an Approach to Working With Children and Families	Nature Study through Community and Nature Walks
Diversity	Community and Social Skills
Framing and Scheduling	Elementals
Tools of the Trade – Establishing Child Care Programs	Tools of the Trade – Establishing Parent-Child Programs

Program/Curriculum for Child Care and Parenting

Crocheting/Knitting	Doll Making
Sewing	Puppet Making
Fabric Dyeing	Toymaking
Felting	Watercolor Painting
Woodworking	Music – Voice and Kinderharp
Storytelling	Observation and Documentation – The Archetype and The Individual
Movement – Eurythmy/Spacial Dynamics	Speech Exercises
Gardening	Cooking
Introduction to the Living Arts	History of Steiner Early Childhood Care/Education

Domestic/Nurturing Arts

Nurturing Care of Children (e.g., clothing, feeding, sleep, warmth, bathing, hair brushing, foot baths, bodily care, comforting, diapering, toileting)	Domestic Arts (e.g., cleaning, cooking, tidying, laundry, baking, manners, table setting, caring for things, repairing)
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Integration of Learning / Mentor Supported Study Requirements

With the support of an assigned mentor, each student will fulfill the following requirements outside of the scheduled training sessions. Graduation certificates will be awarded when all requirements have been completed and payment plans completed.

Mentoring

Students will be assigned a mentor who will provide the following services:

- Regular telephone consultation – students are expected to phone their Mentors six times in the course of the training. It is helpful to establish a schedule for these calls (e.g., first Tuesday of the month) or establish the date and time for the next call at the end of each call. Occasional emailing is acceptable, but student and Mentor should speak on the phone (or meet) at regular intervals. **It is the student's responsibility to call the Mentor.**
- Allowing the student to observe the Mentor if applicable. It is very helpful for students to see experienced caregivers/teachers who are working with the Living Arts.
- Offering constructive comments on student's child observation notes which student will send to the Mentor. Mentor is checking to see how well student achieved warmly objective observation. Follow-up is a conversation, not a written report.
- Two-day observation of the student with a follow-up conversation. Students are encouraged to be observed in their own setting (where they work or if they are with children at home). If this is not possible, the Pedagogical Coordinator can assist in locating a site for a practicum. Prior to the Mentor coming to observe, the student is to send the Mentor a typical daily and weekly schedule of her work or home life.
- Sending a written report of Mentor's two-day observation of the student and general comments on student's progress. After giving the student an opportunity to review the report and make comments, Mentor sends the Observation Report to the Student Services Director who sends a copy to the Lead Teacher(s).
- Offering the student advice, if needed, in selecting a theme for final paper or project on a subject related to early childhood development and care. Student sends whole paper or project outline to Mentor for review. Mentor returns to the student with written comments. Student revises as needed and sends final project outline or paper to Mentor, Student Services Director and Lead Teacher.
- Student Services Director [with input, if necessary, from the Mentor, Lead Teachers, and the student] will determine if the student has completed all of the Integration of Learning Requirements and is prepared to receive LifeWays certification.

Mentor Observation Visit

- Mentor-observed visit, preferably in student's own program or home to better assess student's work with relationship-based care. Student does her/his regular routine, and during that time period the mentor observes for two days. [If student is not currently working at home or in a program, the Pedagogical Coordinator can assist in locating a site for the student to voluntarily work and be observed. Student must spend a minimum of two-to-three weeks in that program prior to mentor's observation visit.]
- Prior to mentor visit, student sends mentor a description of her/his daily and weekly rhythm. This helps student to clarify the schedule and intentions. It is not meant to be anything different from student's regular weekly schedule with children. This gives the mentor a window into how student works with rhythms and routines.

Observation in a LifeWays-Approved Early Childhood Program and in a Conventional Program

- Student observes a Steiner-based early childhood program two days and documents the observation based upon the criteria in the Observation Report Form. If the program student is visiting is an all-day program, student is to observe through lunch and the beginning of the nap routine to see the transitions and the nurturing activities. Student may choose to visit two Steiner-based programs for one day each if preferred.
- Student observes a conventional early childhood program one day and documents observations based upon the criteria in the Observation Report Form.
- Both observation reports are sent to the Student Services Director.

Child Observation Project (Observing two children during the course of the training)

- Student selects a young child to observe over a three- to four-month period. Upon completion another young child, ideally in a different stage of early childhood development, is chosen for the next three to four months. Student's written observations are meant to be objective and based purely on what is observed. For example, "Johnny takes very small bites of his vegetables. He eats all of his rice and asks for more. He eats quickly with little chewing. When he is finished, he starts wiggling in his chair and kicking the bottom of the table." Some people journal by taking a few notes every day. Others prefer to write an overview paragraph weekly.

Student's style of journaling can be individualized, but brevity is recommended in order to help remain in the realm of pure observation. The following observations are to be considered: 1) how the child moves; 2) how the child speaks; 3) how the child interacts socially; 4) how the child plays; 5) how the child listens; 6) how the child sleeps and wakes; 7) how the child eats. Samples of journal entries are sent to mentor upon completion of each of the two observations. Student and mentor discuss them. Student then submits the sample journal entries to the Student Services Director.

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Improving Observation Skills and Gardening Project

- Student plants and cultivates a small garden during training period and may consult with the gardening teacher if needed.
- A photo journal of the gardening project is brought to the final session of training to share with gardening teacher and fellow students.
- Daily Nature Observation: Student chooses a particular object in nature (a plant in a garden, a tree, the sunset or sunrise, etc.) to observe every day for 5 minutes to support the schooling of observation skills and the ability to note subtle changes that take place over time. No journaling is required for this assignment.
- Monthly Nature Walk Journal: Student will go on a nature walk alone each month for 45 minutes to an hour in the same location and journal the changes observed in that location each month. This does not need to be more than a paragraph each month.
- Student must bring monthly nature walk journal to the final session to share one entry in class.

Celebrating Festivals

- Student must plan and celebrate a seasonal festival with student's community. This could be student's own family, neighborhood, child care, playgroup or pre-school families, or whatever context works. The festival needs to include the elements taught in the LifeWays training on festival development, namely: story, songs, game (could be a circle time), craft activity, simple decorations, festive food, blessing, and brief sharing with the adults on the meaning of the festival.
- Student sends outline of the festival plan and photographs of the festival to Student Services Director and Lead Teacher.

Improving Music Skills

- Weekly voice and kinderharp practice.
- Any other homework assigned by music teacher to include composing a song in mood of the fifth to be shared during final training session.

Movement and Handwork

- Any homework assigned by movement teachers.
- Any homework assigned by handwork teachers to include completion of all handwork projects started during training.
- Samples of completed handwork items are brought to final session to display at graduation ceremony.

Cooking with Whole Foods

- Student must practice cooking whole foods on a weekly basis.
- Student submits three recipes with student's name on them to Student Services Director before the final session of the training. These should be recipes that student has cooked at home or for the children in her/his care during the training period. Student Services Director will share all the recipes with fellow students.

Inner Work

- Student develops or continues personal inner work and/or meditative practice.

Reading

- Student completes all required readings.

Research Paper or Approved Project

- If writing a paper, it needs to be a 6-10 page double-spaced paper on an early childhood development topic. Paper should include a small bibliography. Paper topic should be approved by a designated Lead Teacher.
- If doing a project, it needs to reflect the students' understanding of how the chosen project serves the developmental well-being of young children. The project must be approved by a designated Lead Teacher.
- Paper or project description is sent to mentor for proofreading and comments.
- After revisions, final paper or project description is sent to Mentor, Student Services Director and Lead Teachers.
- The student presents the paper or project during final week of training.