

LifeWays Student Checklist for Integration of Learning Independent Study Requirements

Please Note: In order to receive a LifeWays certificate a student must work with a mentor, have a minimum of eight to ten mentor-student conversations, and complete all of the Integration of Learning Requirements listed below. Items highlighted in bold represent documents that must be sent to your mentor and/or program director.

Mentoring

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

- ___ Monthly telephone consultation – you are required to phone your mentor for monthly conversations
- ___ Possibility of observing your mentor in her or his own working environment if applicable
- ___ Offering you advice in selecting a theme for your final paper or project
- ___ Help in finding a location for LifeWays and traditional program observations and for the practicum if needed (usually practicum will be in your own site)
- ___ Reviewing and offering comments on your various observation reports and on your final paper or project
- ___ Two-day observation of you during your practicum period with a follow-up conversation.
- ___ Written report on mentor's two-day observation and general comments on your progress.
- ___ You will review mentor's report and have an opportunity to discuss it with your mentor.
- ___ Mentor sends final report to the program director.
- ___ The mentor and the program director, with input from you, will determine if you have completed all of your Integration of Learning Requirements and are prepared to receive LifeWays certification.

Practicum

- ___ This is a two-week time period, during your regular routine, when your mentor will come observe you for two days in your own program or home unless you must be in a site other than your own.
- ___ **Send your mentor a description of your daily and weekly rhythm prior to the time s/he will be coming to observe for two days.** This is to help you to clarify your schedule and intentions. It is not meant to be different from what you do on a regular basis. This gives the mentor a window into how you work with daily and weekly rhythms and a feeling for the experience s/he will be entering when s/he comes to observe. If you are doing your practicum a site other than your own write out the schedule of that site for the two weeks in which you will be there.

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

- ___ Observe a LifeWays-approved early childhood program and document the observation based upon the criteria in the Observation Report Form. If the program you are visiting is an all-day program, please observe through lunch and the beginning of the nap routine to see the transitions and the nurturing activities. Observe two days or observe two different LifeWays approved sites one day each.
- ___ Observe a conventional early childhood program and document observations based upon the criteria in the Observation Report Form. If the program you are visiting is an all-day program, please observe through lunch and the beginning of the nap routine to see the transitions and the nurturing activities. Observe two days or observe two different conventional sites one day each.
- ___ **Send both program observation reports to your mentor and program director.**

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

- ___ Select a child to observe over a three- to four-month period. Upon completion choose another child for the next three to four months. Your observations are meant to be objective and based purely on what you observe. 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." This is simple, objective observation. Avoid subjective observations such as, "Johnny is a picky eater but what he does eat, he eats fast because he is restless. He is very cranky, probably because his parents did not get him to bed on time." We are trying to learn to do pure observation, leaving judgment out of it for now. Some people journal by taking a few notes every day. Others prefer to write an overview paragraph weekly. Your style of journaling is up to you, but brevity is recommended in order to help keep you in the realm of pure observation.

Please journal the following observations:

- 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

- ___ **Send samples of your journal entries to you mentor upon completion of each observation.**

Improving Your Observation Skills and Gardening Project

- ___ Plant and cultivate a small garden during your training period.
- ___ **Bring a report and photographs of your gardening project to the final session of training.**
- ___ Daily Nature Observation: Choose a particular object in nature (a plant in your 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. You are **not** required to journal this.
- ___ Monthly Nature Walk Journal: Go on a nature walk each month for 45 minutes to an hour in the same location. **Journal** the changes observed in that location each month. This does not need to be more than a paragraph each month.
- ___ **Bring your Monthly Nature Walk Journal to the final session to share one entry in class.**

Celebrating Festivals

- ___ Plan and celebrate a seasonal festival with your community. This could be your own family, your neighborhood, your child care, playgroup or pre-school families, or whatever context works for you. 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. Note: Not all festivals need to have all of these components, but please plan one that does for this assignment. Keep it simple.
- ___ **Send outline of your festival plan and photographs of the festival to program director.**

Improving Your Music Skills

- ___ Weekly voice and kinderharp practice.
- ___ Any other homework assigned by music teacher.

Movement and Handwork

- ___ Any homework assigned by movement teachers and handwork teachers.
- ___ **Please bring samples of completed handwork items to display at graduation ceremony.**

Cooking with Whole Foods and Grains

- ___ Practice cooking whole foods and grains on a weekly basis.
- ___ **Submit three recipes to program director to be shared with all the students.** These should be recipes that you have cooked during your training period.

Research Paper or Approved Project

- ___ If writing a paper, it needs to be a 6-10 page double-spaced paper on a child development topic approved by program director.
- ___ If doing a project, it needs to reflect your understanding of how the chosen project observes and/or serves the developmental well-being of young children. The project must be approved by the program director.
- ___ **Send paper or project description to your mentor for proofreading and comments.**
- ___ **Send final paper or project description to mentor and program director.**
- ___ Present paper or project during final week of training.

Required Reading Materials LifeWays Training (there may be some slight variations according to training location)

- *Home Away From Home: LifeWays Care for Children and Families* by Cynthia Aldinger and Mary O'Connell—coming soon
- *The Education of the Child* by Rudolf Steiner – Part One and 2nd Lecture of Part Two
- *You Are Your Child's First Teacher* by Rahima Baldwin Dancy – Chapters 2, 3, 4, 5, 7, 8, 11
- *Beyond the Rainbow Bridge* by Barbara Patterson – Chapters 2, 3, 4, 5 & pgs.148-162, 169
- *Work and Play in Early Childhood* by Freya Jaffke – Chapters 1, 2, and 4
- *Creating a Home for Body, Soul and Spirit* by Bernadette Raichle
- *The First Three Years* by Karl Konig – Chapters 1, 2, and 3
- *Toymaking With Children* by Freya Jaffke – Chapter 1
- *The Developing Child: The First Seven Years – WECAN Gateways Series*
- *Sing a Song with Baby* by Mary Schunemann – work with during the training

Recommended References (These may vary with the different training sites)

Lifeways by Bons Voors and Gudrun Davy, *The Spiritual Tasks of the Homemaker* by Manfred Schmidt-Brabant, *The Genius of Play* by Sally Jenkinson, *A Holistic Wellness Guide* from Lilipoh Magazine, *Nurturing Children and Families: One Model of a Parent/Child Program in a Waldorf School* by Sarah Baldwin, *The Incarnating Child* by Joan Salter, *Understanding Young Children* a Compilation by Rudolf Steiner, *Our Twelve Senses* by Albert Soesman, *Bringing Love, Giving Joy* by Wilma Ellsersiek, *This is the Way We Wash-A-Day* by Mary Schunemann, *Homemaking as a Social Art* by Veronica van Duin, *Homemaking and Personal Development* by Veronica van Duin, *Healing Our Children- A Collection of Articles for Parents* by Susan Johnson MD, *Completing the Circle* by Thomas Poplawski