

Dismantling Racial Injustice & Constructing Educational Possibilities: Waldorf Education's Call To Action

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Agenda



Introduction & Deep Thanks

I. Critical Crisis of Our Time

- I. Perceived Lack of Possibility: Students' Mental Health, Well Being & Engagement Disproportionately Affecting Racially Marginalized Groups
- II. Possibility Crisis Anatomy: Current Pressing Question to Meet the Possibility Crisis: 'To change the story of self'

II. Waldorf: Uniquely Positioned to Head the Call and Meet Crisis

- I. One Waldorf Case: Community School for Creative Education-The Profile; The Achievement Data;
 - II. Conceptual Framework: Zimbardo Heroic Imagination: To Help Each Child Find Their Inner Hero
 - III. Opportunity of Waldorf - Changing the Story of Self - Helplessness to Heroes Journey
- ## III. Challenge for Waldorf: What if No One Listens & One Person's Hero, Another's Villain

Conclusion: Waldorf's Call To Action Within and Without

A Story from Final Assembly March 30, 1938 Teachers' Address to Students & Next Steps

I. Critical Crisis of Our Time

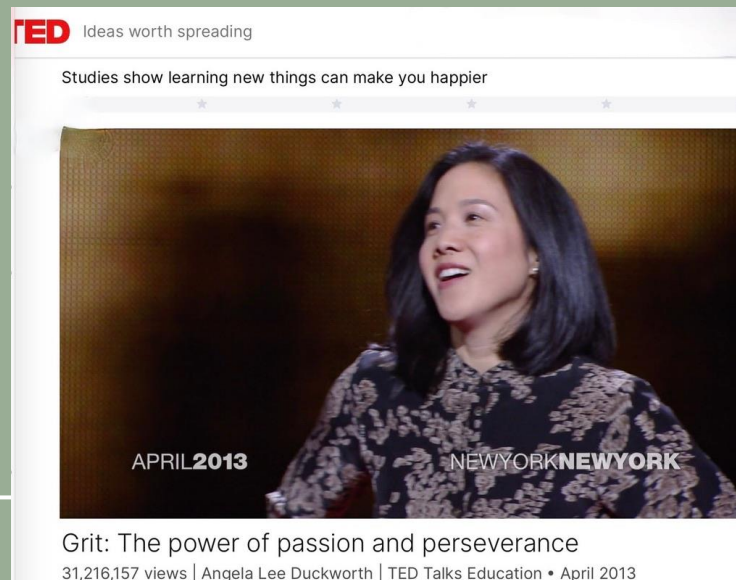
I. Critical Crisis of Our Time

- I. Perceived Lack of Possibility: Students' Mental Health, Well Being & Engagement
 - I. Disproportionately Affecting Generationally Racially Marginalized Groups
 - II. Mounting Efforts to Address Have Failed to Make Deep & Lasting Change
 - III. Push now for holistic focus – social emotional, behavioral, mental health but how??

I. Critical Crisis of Our Time

I. Critical Crisis of Our Time

- I. Perceived Lack of Possibility: Students' Mental Health, Well Being & Engagement
- Dr Angela Duckworth's "Grit" Goes Viral



I. Critical Crisis of Our Time

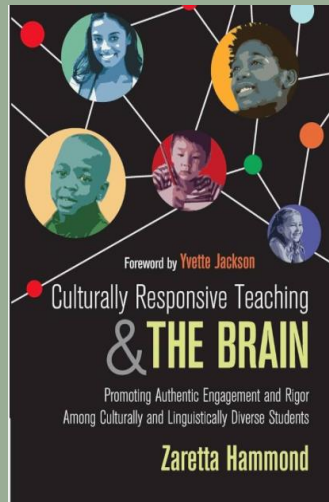
II. Possible Crisis Anatomy:

I. Non-Rational Focus Winning Attention:

Social Emotional Learning “Grit”

II. How to Build “Grit” if Racially Generationally Marginalized

III. How to Change Self Talk: How to Change Story of Self



II. Waldorf: Uniquely Positioned to Heed the Call and Meet Crisis



Community School for Creative Education

One Waldorf Case:

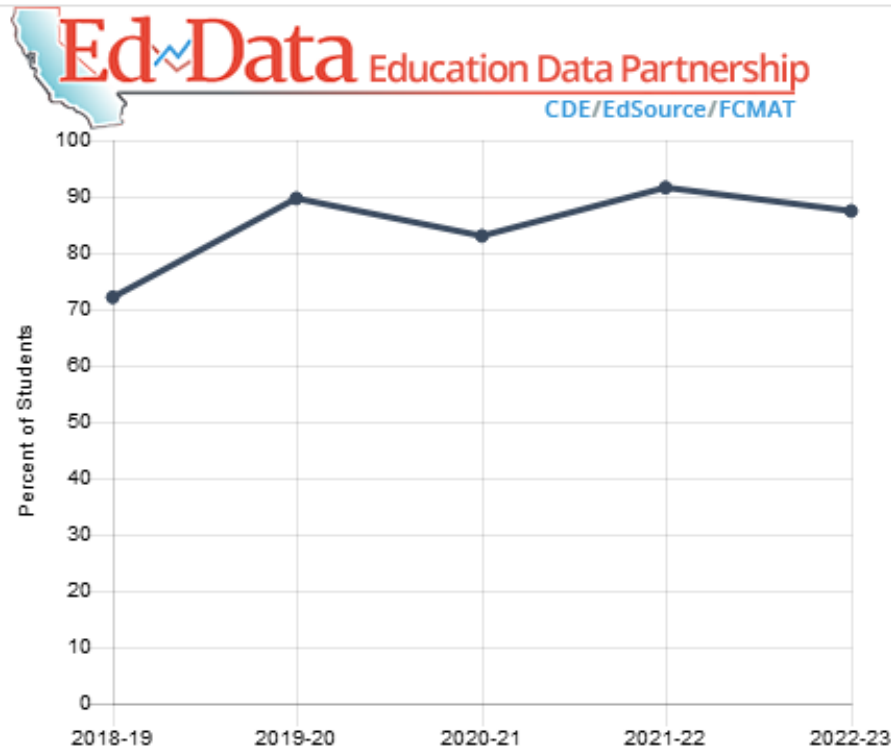
Community School for Creative Education

- Location Oakland CA USA
- Founded 2009
- Intercultural Public Urban Waldorf School
- K - 8 190 Students
- 100% Title I School

Why in the world start with data?

One Waldorf Case: Community School for Creative Education (CSCE) Profile (1)

Did Not Gentrify: 87.4 % Most Marginalized



Unduplicated Pupil Count of
Free/Reduced-Price Meals, English
Learners & Foster Youth

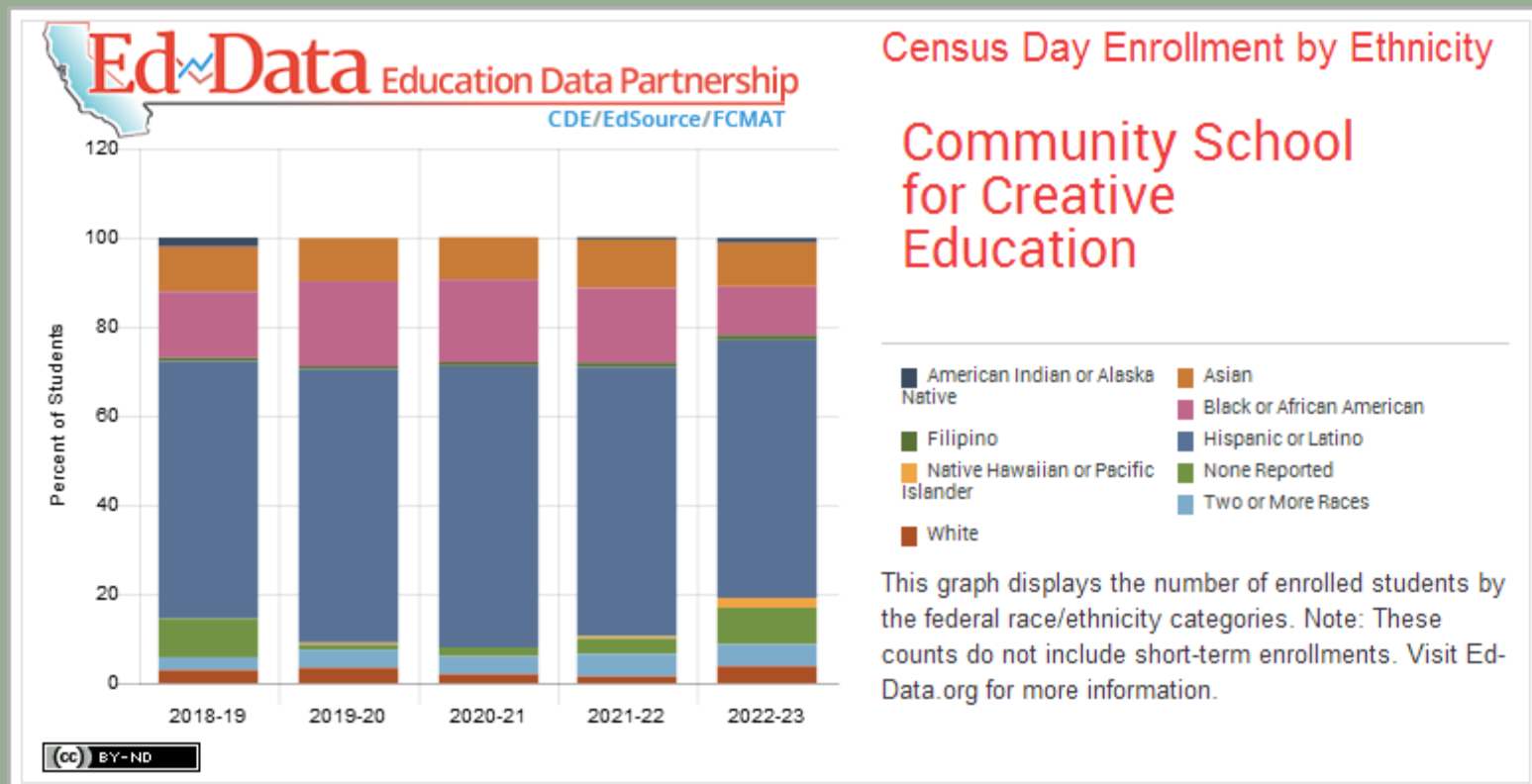
Community School
for Creative
Education

—
This graph shows English learners, foster youth and students eligible for free and reduced-price meals at this school. This unduplicated pupil count is a starting point for calculating supplemental and concentration grants under the Local Control Funding Formula.



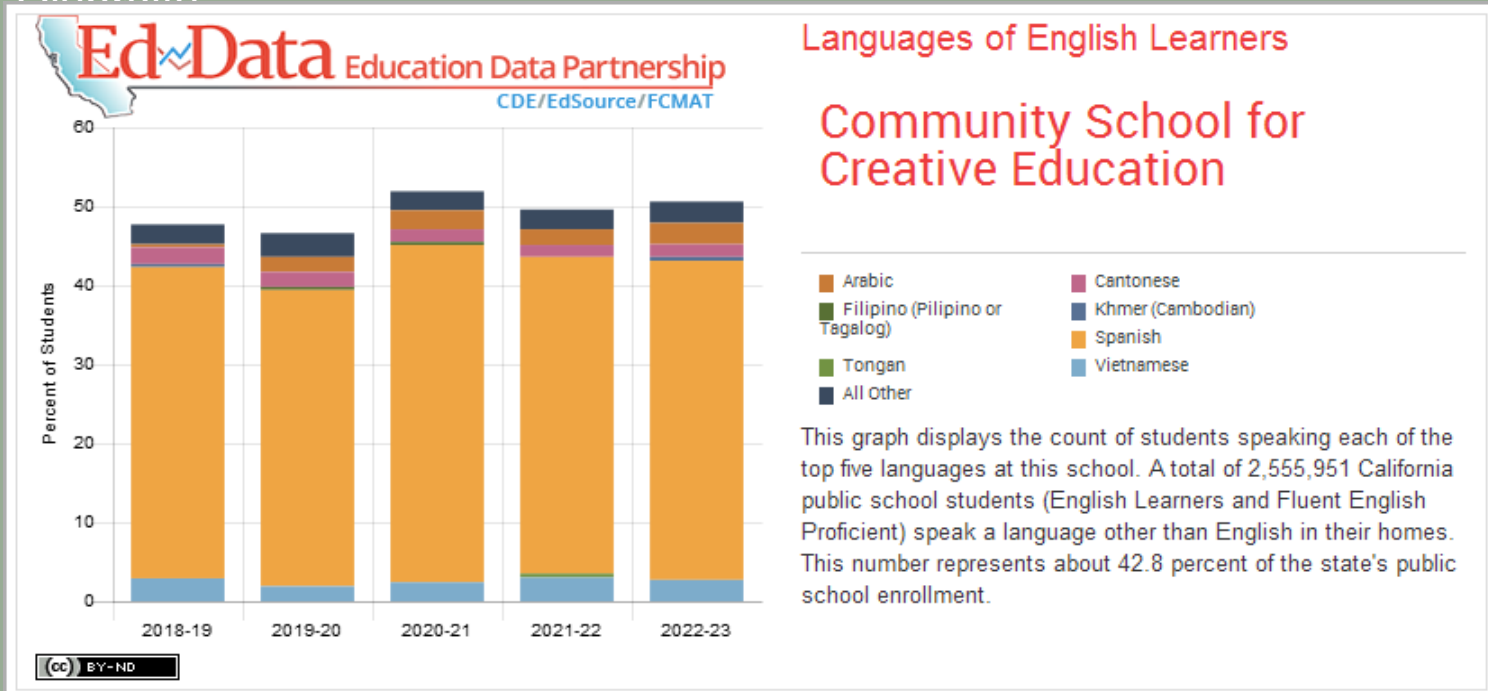
One Waldorf Case: Community School for Creative Education (CSCE) Profile (2)

Did not gentrify: Among the most diverse in diverse Oakland

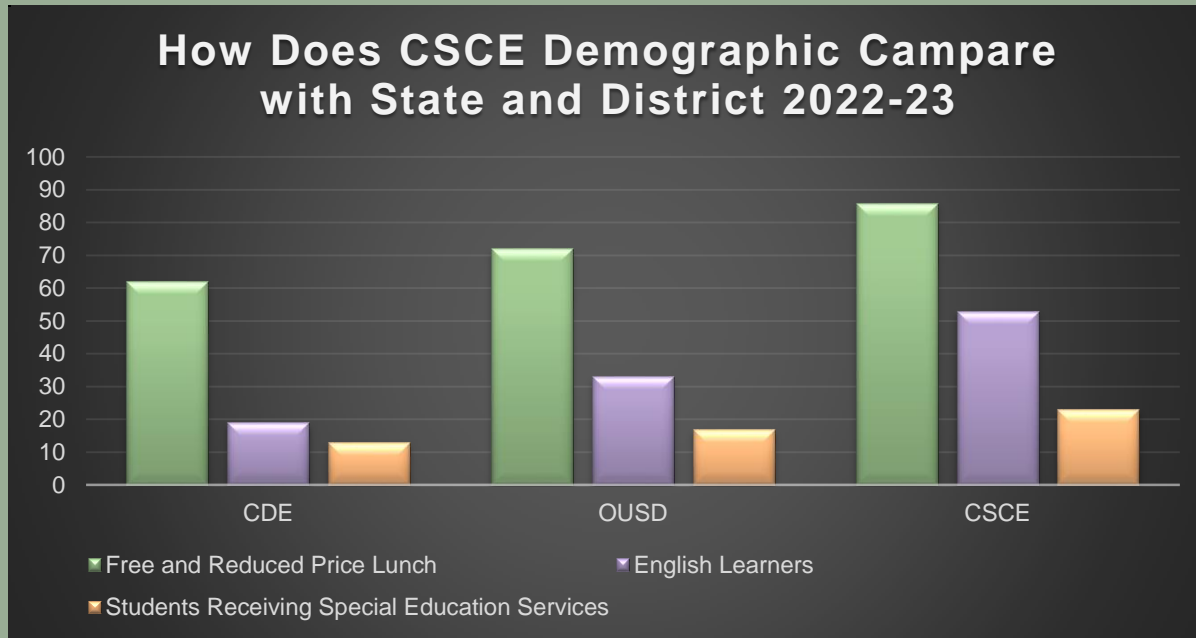


One Waldorf Case: Community School for Creative Education (CSCE) Profile (3)

Did Not Gentrify And Towards Inclusion: Grow in Language Diversity



Serving More Marginalized Students Than California or Oakland Unified



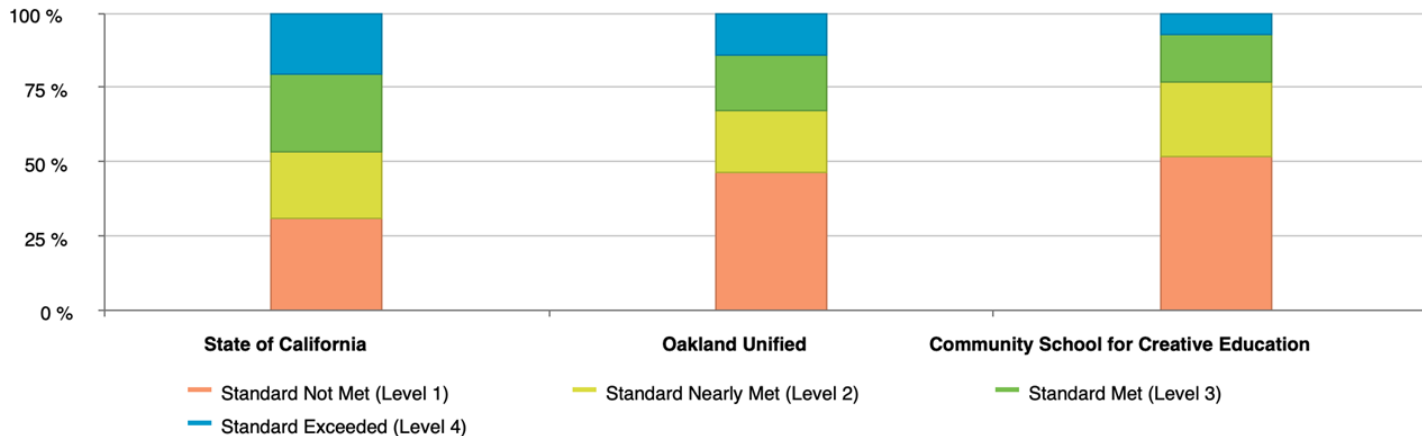
One Waldorf Case: Community School for Creative Education (CSCE) Performance (2a)

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

hot

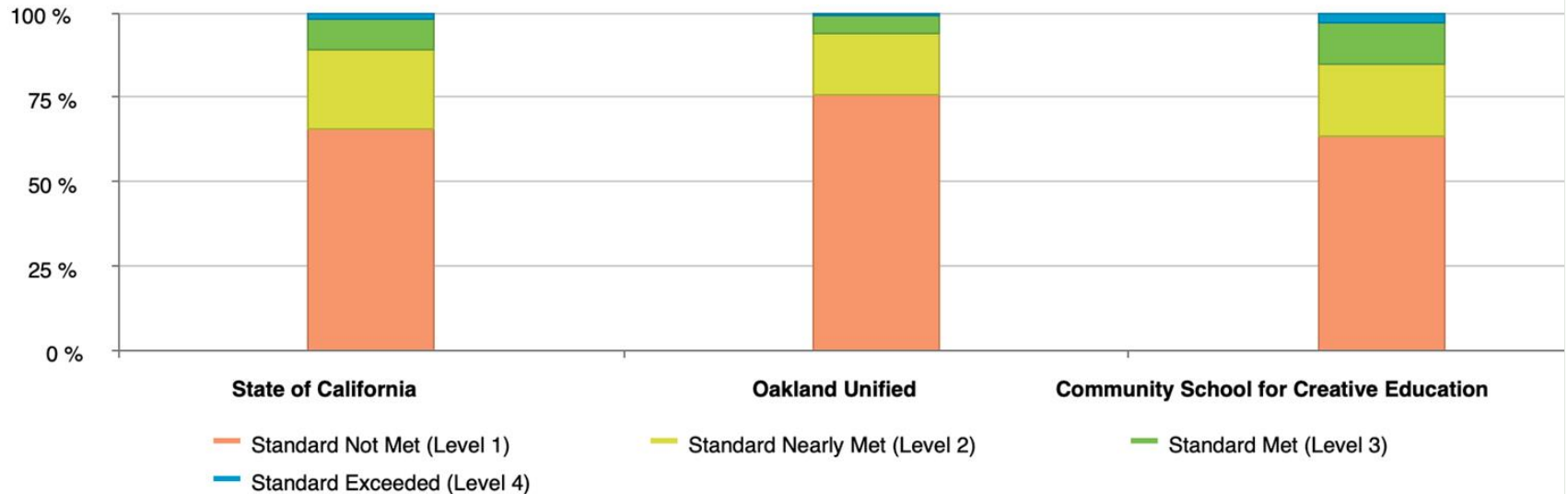
2022–23 Achievement Level Distribution - All Grades



One Waldorf Case: Community School for Creative Education (CSCE) Performance (2b)

▼ ELs enrolled 12 months or more

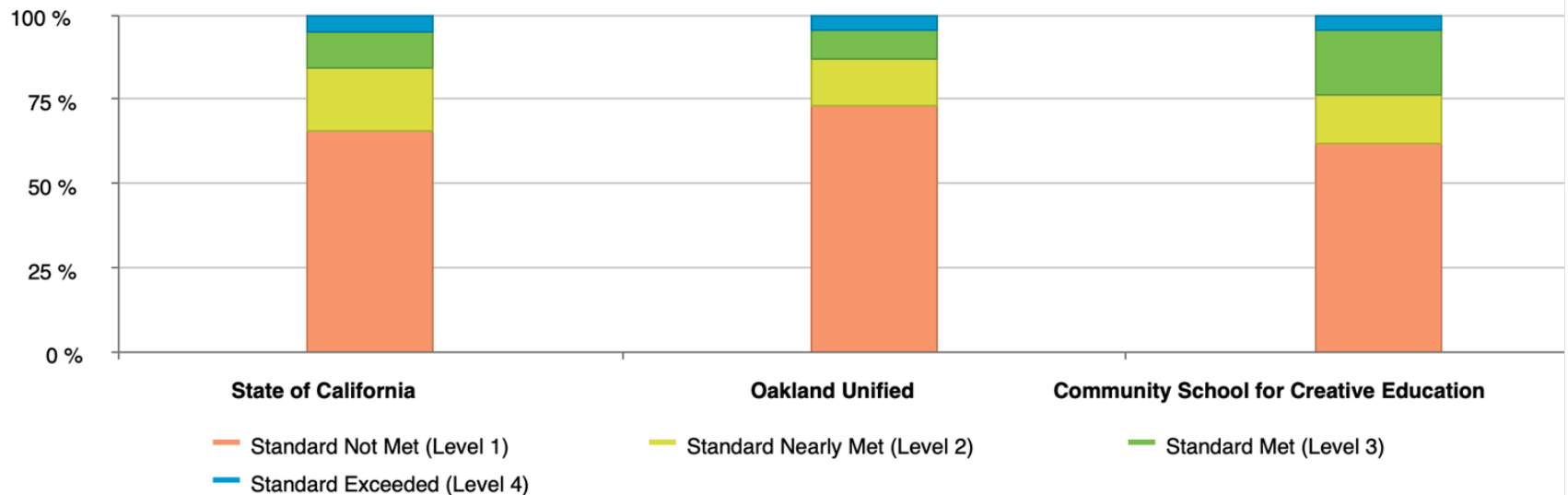
2022–23 Achievement Level Distribution - All Grades



One Waldorf Case: Community School for Creative Education (CSCE) Performance (2c)

▼ Reported disabilities

2022–23 Achievement Level Distribution - All Grades



II. Waldorf: Uniquely Positioned to Heed the Call and Meet Crisis

- Conceptual Framework:

Professor Phillip Zimbardo, Stanford University

Heroic Imagination with
colleague Heroic Imagination

President Matt Langdon



Why in the world bring
in Zimbardo's conceptual framework at this point?

II. Waldorf: Uniquely Positioned to Heed the Call and Meet Crisis

- What is a Hero by Zimbardo and Langdon –
The Hero Is Main Character of a Story
Joseph Campbell Hero's Journey
 1. Mundane World
 2. Call to Adventure
 3. Threshold
 4. Path of Trials
 5. Master of Two Worlds – because changed they start changing the world around them



‘Help Your Child Find Their Inner Hero’ Hero Handbook Langdon

Why in the world bring
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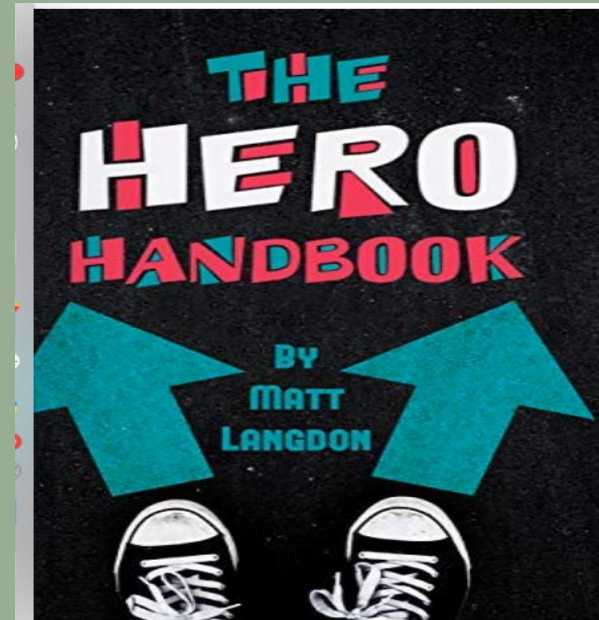
II. Waldorf: Uniquely Positioned to Heed the Call and Meet Crisis

What: Heroic Imagination by Zimbardo et al:

1. Democratize: Anyone can be a hero
2. Demystify: Most heroes are every day people
3. Diffuse: Away from solo heroes to ensembles
4. Declare: Make a public commitment to journey toward heroism to become hero in waiting, hero in training doing daily deeds of service to others while building heroic strengths and virtuous

II. Waldorf: Uniquely Positioned to Heed the Call and Meet Crisis

- What is a Hero by Zimbardo and Langdon
‘Help Your Child Find Their Inner Hero’
Hero Handbook Langdon



II. Waldorf: Uniquely Positioned to Heed the Call and Meet Crisis

‘Help Your Child Find Their Inner Hero’
Hero Handbook Langdon

Screenshot

THE HERO HANDBOOK

MATT LANGDON

Create a metaphorical round table.

This table will have seats reserved for the best of the best. The people who sit at your table are chosen for their ability to advise and guide you. Each of the six seats are labeled to indicate what kind of person can sit there. Feel free to add more than six if that fits your round table better.

II. Waldorf: Uniquely Positioned to Heed the Call and Meet Crisis

What's Next:

- Harnessing Heroic Imagination for Students Who Are Traditionally Marginalized to Change the Story of Self

So what heroes stories?



- Opportunity of Waldorf:
 - Changing Story of Self from Perceived Helplessness to Heroes Journey by Harnessing Heroic Imagination
- Challenge of Waldorf:
 - One Person's Hero is Another Person's Villain
 - What If No One Listens

III. The Challenge of Waldorf

Challenge 1

- One Person's Hero is Another Person's Villain
- Stories that Are Community Based and Strength Based

- Harnessing Heroic Imagination for Students Who Are Traditionally Marginalized to Change the Story of Self

So what heroes stories?



III. The Challenge of Waldorf

Challenge 1

- One Person's Hero is Another Person's Villain
 - Stories that Are Community Based and Strength Based
 - Harnessing Heroic Imagination for Students Who Are Traditionally Marginalized to Change the Story of Self
- So what heroes stories?



Final Assembly of the First Waldorf School:

Teachers' Addresses to the Students, March 30th, 1938



MR. MARTIN TITTMAN:

Dear Children of the Third Grade!

A most beautiful tree was growing on a very high mountain which bore the most delicious fruit both in summer and in winter, and whoever tasted of it became healthy in body, strong in his soul and bright in spirit, but only a few people knew about this tree. However, a hermit lived on the mountain to whom the children came from the valley. He gave them of this delicious fruit, and they became healthy in their bodies, strong in their souls and bright in their spirit. One day though this tree was struck by lightning, and the hermit knew the children would no longer be able to eat off the tree. And when they came to him again on the mountain, he said: "Dear children, it will now be a long time before you will again be able to eat off this tree, because it was struck by lightning." The children then called out: "Oh, why did this have to happen?" and the hermit replied: "This too happened according to God's will." And he distributed the fruit which was still on the tree among the children and said: Eat once more and then take the kernels with you down into the village and you will all put them into your gardens. And if you place them into a good soil, they will germinate and grow, and if you shelter and care for them, they will one day become trees and bear fruit just as delicious as our old tree, which we have now lost. Then the children took the kernels and planted them in their gardens.

• Dear children, what you have received here in the Waldorf School were those precious fruit of the wonderful tree. But today we give you the kernel to take with you: plant it in your heart, into the best earth area of your heart, protect and tend the sprout and the little growing plant. Then later the tree which bears such wonderful fruit, will also grow and you will be healthy in your body, strong in your soul, and bright in your spirit.

• *{Typed Transcript Given Given By Lisl Berlin Franciscelli, One Stuttgart Waldorf School Student , enrolled 1923, to Ida Oberman*

Questions, Discussion, Next Steps

- Thank you!



- References:
Matt Langdon President Heroic Imagination Project
matt@heroroundtable.com
- Zaretta Hammond Culturally Responsive Teaching & The Brain (2016)