

BLÁTHÚ Newsletter



An update for members and friends

Summer 2019

The world's fair shining glory
Compels me from the depths of soul
To let my being's God-given power
Soar out into the Universe-
Abandoning my Self,
And trusting only, seek myself
In light of worlds and warmth of worlds.

Calendar of the Soul
St.John's Mood, 23rd - 30th June

Welcome to the first edition of the newsletter under our new name **BLÁTHÚ**.

Welcome to the first edition of the newsletter under our new name *BLÁTHÚ*. The Irish Steiner Kindergarten Association reconfigured itself as a company this year, launching itself as *BLÁTHÚ* on 1st April.

BLÁTHÚ, the Irish for 'flourishing' or 'blossoming', is exactly what we want to achieve for the ideas, philosophy and practice of Steiner Early Childhood Care among practitioners, parents and carers in Ireland. Steiner education has an important role to play in ensuring children enjoy a childhood rich in meaningful activities and play, embedded in rhythm, routine and reverence.

We aspire over the coming months to create a rich tapestry of workshop ideas for 2020 – for those in early childhood settings, for parents and for others interested in incorporating Steiner ideas into their lives and their

CONTENTS

	Page
Editorial	1
Reports from the IASWECE Conference in Dornach	
- Ulrike's report	3
- Niamh's report	5
- Ziva's report	7
Sit Less, Play More	8
Book Reviews	9
Adverts	12

homes. Please let us know if you have any particular wishes or ideas.

In September 1919 the first Steiner school opened, in Germany. This year we celebrate 100 years of this child-centred education worldwide. In April thousands from all over the world attended the International Early Childhood Conference held at the Goetheanum, in Dornach, Switzerland. This newsletter features personal experiences from some of those who travelled from Ireland to the event. I hope reading their contributions will nourish and inspire you.

After four years on council I will step down this Summer. It has been a very fruitful experience, with much learned along the way. It is truly an honour to serve Steiner education as a council member. Thank you all for your contributions, directly and indirectly, which have moved us forward in our goals over the past few years. Serving on council along with me are Niamh Ruiseal, Jeffrey Gormly and Ziva Ellis. When I leave there will be only three members left on council. It would be wonderful to bring the number back up to five or six, as in the past. Please consider joining council. You do not have to live in Co. Clare, as members can connect to

meetings via telephone. It would be delightful to have a council composed of members from various backgrounds and different regions of Ireland. Parents, people new to Steiner education, teachers and carers are all welcome. Also, if you have a friend who is not directly involved in Steiner education, but with a background in Governance or Human Resources, you might nudge them towards joining. It is a very worthwhile task. You can contact Fiona in the office if you have any questions or suggestions.

Wishing everyone a light and joy filled Summer.

*Veronica Crombie,
Chair of BLÁTHÚ Council*

Your newsletter contributions are welcome!

Thoughts, articles, book reviews, adverts, photos, stories or verses that you would like to share via our Newsletter are welcome.

Please send your contributions and suggestions to: Fiona Coady at nc.blathu@gmail.com

IASWECE CONFERENCE, DORNACH, SWITZERLAND, APRIL 2019

Celebrating 100 years of Steiner Waldorf Education



1100 candles were lit and placed by participants of this International Early Years Conference - 100 years Waldorf Steiner Education. Together we set a sign for our world community under the starry sky in front of the Goetheanum, with the verse in mind and the future in our hearts.

IASWECE CONFERENCE IN SWITZERLAND, APRIL 2019

by Ulrike Farnleitner

Inner Freedom, Social Responsibilities, finding ways into a human future was the title of the **Waldorf 100** World Early Childhood Conference held in the Goetheanum in Dornach.

We welcomed 1100 people from 58 countries and 6 continents. The feeling of a world community was present and the connecting thoughts were the concerns and similar questions around the education of the young child in our modern times.

A raffle was conducted for the dolls made by the 34 IASWECE member countries. The quality of the hand-made dolls was beautiful and this photo shows the very impressed leaders of the pedagogical section Claus Peter Röh and Florian. Our handmade Irish doll found her new home in Norway!



The daily keynotes brought us nearer to the overall theme of the conference. **“Relationship Opens the Way into the Future”** was the title of Stefanie Allon’s and Claus-Peter Röh’s lecture. We witnessed the new style of lecturing as there were always 2 people present for the keynote of the day. A snapshot:

“Relationship opens the way into the future.”

“We move forward only when we think in a circle.”

“The first right for childhood is to learn about one’s own impulses.”

“While the Steiner educational impulse went through different phases over the last 100 years, the recent challenges are the fight for childhood, and the challenges of working together fruitfully. We all experience an overflow of regulations and last but not least, childhood needs to be protected .

Clara Aerts and Christoph Wiechert spoke about **“The Art of Life Gives Birth to the Art of Education.”** It was like a dance between Clara mentioning the work of the early years teacher and Christoph who spoke from the point of view of the class teacher. A heart-beat of life is taking place in the Kindergarten, like a pulsation and pause, when the devoted educator is at work with focussed attention. While the class teacher’s Soul is fully engaged with the children, he/she is aware that he is not entirely understood at the time but the understanding that matures 20 years later is most beneficial. The assumption of both approaches is that “all education is self-education,” and we have to firstly work on ourselves in order to become the best teacher. Our main striving is love for children, so that inspiration can be the medium between heaven and Earth. (*Spiritual Ground of Education*, GA305 lectures by R. Steiner)

Sabine and Gerald Häfner, **“The Social as Art”**

Silvia Jensen and Florian Oswald, **“Ways to prepare children for a Social Future”**

Lakshmi Prasanna and Michael Kokinos, **“Sensitive Children on the Autism Spectrum, What are they Asking us?”**

You can read more about these keynotes in reports which will soon be on our website www.blathu.org



During this conference one of my tasks, as a representative of IASWECE, was to host one of the many discussion groups with my German IASWECE colleague, Erika Henning. We worked in an artistic, creative and explorative manner with the participants and witnessed a deep engagement with the theme of the day. Some participant's insights:

"The importance of creating relationships through self-education and that can be practically applied at any given moment"

"Self-education means to say yes to one's own becoming"

"Everything I create with my hands is living art, living work"

"Realise that to create the environment out of the inner attitude is done with love and care"

"It is a privilege to come together and to participate in this lifelong journey"

"The body is condensed spirit, full of light"

"Each teacher has to be an honest, striving personality"

Workshops held by facilitators increased understanding and skills of participants. Please read some of the outcomes on <https://www.iaswece.org/resources-and-outcomes-of-the-workshops/>

The variety of the artistic evening programmes were a joy for our senses, also for our sense of humour. Supported by sunny spring weather, we danced outside the Goetheanum, accompanied by different instruments. What an experience!

These conference days were a big success on many levels. Friendships were sealed and connections were created. We were thinking of all our colleagues who

stayed home for different reasons and we sent cards and greetings all over the world.



And may I remind you of the verse that we had chosen and sent to you to work with:

*Victorious Spirit
Flame through the impotence of irresolute Souls,
Burn out the egoism,
Ignite the compassion,
That selflessness,
The life stream of mankind,
Well up as the source
Of Spirit rebirth.*

Hopefully you can feel the strength flowing from it through your engagement in the most valuable work, to be with children in the present, lovingly and actively.

- Ulrike Farnleitner



Some of the handmade dolls, made by the 34 IASWECE member countries, raffled at the conference

WALDORF 100 WORLD EARLY CHILDHOOD CONFERENCE DORNACH EASTER 2019

CHILDREN & TRAUMA

By Niamh Ruiséal

It was a wonderful experience to attend the Kindergarten Conference in Dornach at Easter. To be in the company of 1100 kindergarten teachers from all around the world was amazing. To hear about people from every continent speaking about their joys and struggles was reaffirming. It was very interesting to hear from colleagues from France, Denmark and other countries, that we are all under the same pressure to hurry children through childhood. It is not just in Ireland.

The stand out Workshop for me was given by Lois Eijgraam a kindergarten teacher from the Netherlands. The topic was *"How do we help the young child with his Trauma?"*

Trauma can be defined as a *"primary experience of the discrepancy between threatening factors and the individual's possibilities of dealing with them, which are accompanied by feelings of helplessness and defenceless surrender and thus a durable shock of self and world concept modified"* (Fischer & Riedesser, 2009)

That is to say: something is happening and I can't deal with it. The experience becomes isolated within me and therefore not digested. The child does not feel part of the group or society.

"A trauma is not only linked to an event, but rather to the reaction of those involved." (Hausmann, 2006)

A trauma can result in changes in the brain. New neural pathways are formed and previous experiences are negated. Also ill-health such as difficulty in breathing or digestion can occur.

While reminding us that we are teachers and not therapists, Lois said that children need help with their trauma so that they can live with inner freedom, and as adults they can take care of their own responsibilities. They need to be able to say yes to life. It is not the teacher's place to talk to the child about his trauma, that is the job of the therapist.

As teachers we must realise that:

- each unusual behaviour has a good reason (maybe the child's only way to express himself)
- each unusual behaviour must be seen as a (failed) attempt of the soul to heal itself.
- each unusual behaviour is a call for help.

We can best help a traumatised child by reassuring him that the world is safe and that he can heal. This is done by doing the simple things well: Keeping the environment tidy, putting things back into their rightful place, repairing broken toys and keeping everything clean and tidy. This I found very reassuring: that the things we do every day, if done with love and devotion, can be healing for a child.

She said that Kindergarten may be the only place where there is order in a child's life. It is an opportunity for them to understand how the

world works. They begin to understand the rhythm of the day, and the child begins to feel he can influence his life.

Lois said that songs are medicine for children who have had a shock, a "gasped-in" life. With singing we help them to breathe out. She spoke of the importance of nursery rhymes. They should be repeated 3 or 4 times using very clear gestures. This rhythm reprograms the brain. Rhythm brings life, joy and love to the child.

Our own inner work is very important because if I have a "hole" in myself I cannot help to heal another.

How we look at a child can break him or make him feel like a king.

Almost all children who have had a trauma have difficulty with their sense of balance. This may be seen as emotional imbalance – either too happy or too sad.

We must try to be in balance ourselves. If there is difficulty with a colleague it needs to be sorted out, as the children will pick up on the disharmony. What is needed for one is good for all. If a child can't stand for circle then do it sitting down.

Lois then went on to talk about the importance of play. She said that a child with a trauma may not be able to play using fantasy as all his energy is used up in checking that the world is safe. A child with trauma may always want to be the boss in a game with total control because "if I lose control I am lost in the world."

Or they may always want to be the dog or the baby.

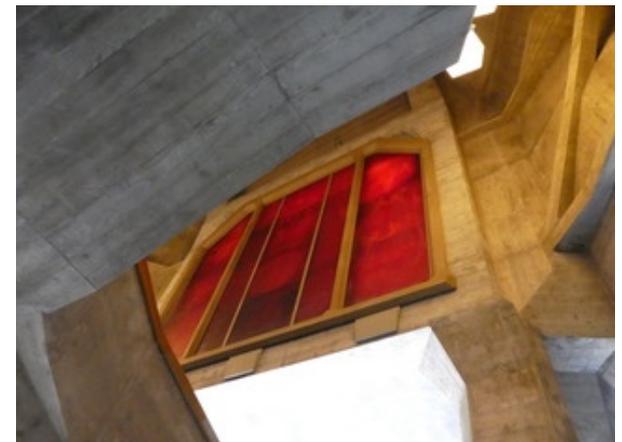
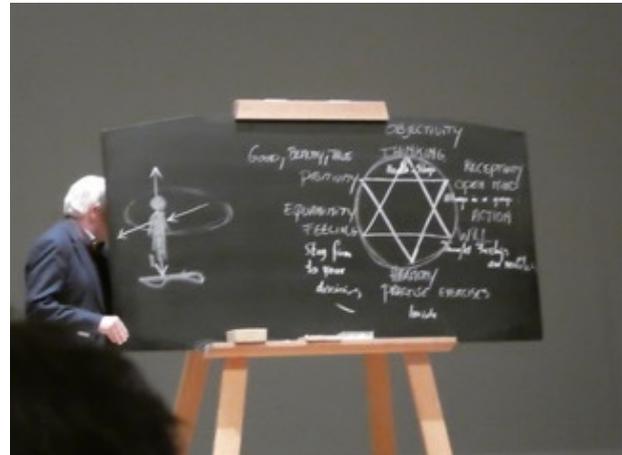
Children need 1½ to 2 hours outside-play a day to allow for their use of fantasy in play. Rules need to be very clear and we need to stick to them. They need to

know that the adult is holding the space for them, and therefore they are free to play.

I would heartily recommend that you look up the www.iaswece.org website. It has wonderful material from many of the lectures. It is a

fascinating read and a wonderful resource. The members of our international organisation have done an outstanding job in organising this conference and I would urge you to go if you ever get the opportunity.

- Niamh Ruiséal



Top: L to R: Philipp Reubke, IASWECE Coordination group, at the start of the conference with the Council of IASWECE on stage
Christoph Wiechert at his keynote and blackboard drawing;
Middle: Jude Donlan an enthusiastic Irish participant; Ziva Ellis, Niamh Ruiséal and Ulrike Farnleitner in front of the Goetheanum,
the world center for anthroposophical movement, a master piece of modern Architecture, planned by Rudolf Steiner.
Bottom: The Goetheanum

ALL YOU NEED IS LOVE

REFLECTIONS ON MY EXPERIENCE AT THE IASWECE CONFERENCE

By Ziva Ellis

My experience in Dornach left me with an overwhelming feeling that if we can nurture the children in our care and build up their inner strength to meet the world through genuine love and soul kindness then their ability to perceive the world from a spiritual perspective will awaken within them. Enabling them to enter the next stage of life with the physical tools they need to be open to changes.

How can we do this?

Through example, we must work on ourselves, and look at how we interact with those around us. Whether it is with the parents of our services, colleagues or people in the wider community, one must look at how we interact and how we perceive the other from our Ego. The time when one must follow an individual with power and insight that tells us what to do with our lives has passed. From now on each person will be able to know from one's own "I Am" - the "force of individuality" - which paths to take in life and which paths to avoid. Therefore we must begin to understand that this love is the Spirit representing itself in the physical realm and a genuine capacity for love and a desire for true human kindness, compassion and empathy are necessary to gain a higher understanding of the self so human consciousness can develop the individual capacity to see the whole.

Although Steiner did not often speak or write about love explicitly, love is at the very heart of his whole body of work and the foundation of his hopes for humankind and the Earth (and many teachers before him so why are we not getting it?). In preparation for some of the discussions at the conference we listened to some of Steiner's lectures online, which is an amazing



Ziva Ellis, on right, with Niamh and Ulrike, at the conference.

resource¹, some of which linked together the strands of thought running through my experience. Steiner teaches that, without love, nothing is possible; with love, however, we can do everything.

"To love is to create; it is to selflessly enter the current of time that flows toward us from the future." - R. Steiner.

Love is more easily experienced than defined, which is why it is so important for young children to experience this. Only through love can we truly encounter the world and its beings in a living way. Without love, thinking becomes manipulation, control; the world becomes a space of dead, stagnant ideas, where we get stuck in negative conflict with ourselves and others. But, when we experience through love, we enter into a pattern of dynamic, potentially redemptive relations and the world becomes a living world of beings working for the good.

In my workshop with Heather Church, Growing the Capacity for Seeing the Other with Love, I learnt the term love-body which is the body known in spiritual science as the etheric body, and I found that the most important forces of the etheric body are those of love. The self-reliance or individual

consciousness which is emerging increasingly in our souls will require everyone to make an earnest effort to look introspectively at the spiritual side of their being in relation to the other, or else they will come to experience their greater self-reliance only as greater isolation.

Within the nature of the emerging individualities both on the physical plane and on the higher planes, we must try to kindle love for everything in existence including ourselves, to attain the path that Jesus spoke of when he asked us to love our neighbours as ourself.

That kind of love indicates a morality that is obviously not a universal human characteristic in our age. We struggle to believe in the beauty and truth within our own being let alone someone else, especially someone we are in conflict with. We are so much in constant battle with the internal forces that shadow us and lead us to forget our virtues that we must exercise our conscious will to guide us.

"The will to gratitude, the will to love and the will to duty. These are the three principal human virtues and, to a certain extent, encompass all other virtues." - R. Steiner

Sabine Häfner in her lecture spoke that the path of human consciousness can no longer be followed blindly or else we will destroy what it is to be human. We have put up a wall around ourselves as we have awoken our individual consciousness and that the breakthrough for humanity would be to find a path where we can meet the other in spirit.

"Love starts when we push aside our ego and make room for someone else." - R. Steiner

So where do the Steiner early years settings go from here?

With non-judgement and respect that we are always evolving we can create a basis for the children to stand on. As early years care providers we work on our own shadows and we can hold a mirror to our community and perceive how our families experience the world but always remembering we do not have to have an opinion.

“Love is higher than opinion. If people love one another the most varied opinions can be reconciled - thus one of the most important tasks for humankind today and in the future is that we should learn to live together and understand one another. If this human fellowship is not achieved, all talk of development is empty.” - R. Steiner

In our discussion group we came up with a beautiful phrase to sum it all up: We can see beauty in diversity as the polarity of fragmentation.

The world has certainly changed in the last 100 years and is ever evolving so the early years setting is a place Love should be practiced.

One of the most important quotes from Steiner for the early years setting is:

“Receive the children in reverence, educate them in love, and send them forth in freedom.” - Rudolf Steiner

- Ziva Ellis

TO GROW UP HEALTHY, CHILDREN NEED TO SIT LESS AND PLAY MORE

by Ulrike Farnleitner

I would love to bring your attention to the **WHO (World Health Organisation)** guidelines which clearly state that children should be more protected and that screen time is detrimental to their overall health. Especially the very young (under one year) should have no screen at all in front of them. Luckily, schools and dedicated teachers are insisting on more screen-free time and lessons so that children are able to develop independent creativity, social competencies, and especially their thinking.

However there is also the counter current which believes that the earlier the exposure to screens, the better. How true can that be? We all know that even the plants in the garden need to be strong and well rooted to withstand weather and any other influences. So do our children. I think we would cut them short if we

overwhelm our children with screens and everything that comes with it.

The behaviour changes, disturbed sleep patterns, changes in attitudes and interests are warning signs of children with too much screen time, too soon and too early. I guess we all want children to develop their frontal brain functions healthily. That is what is at stake, and more.

Free movement, play and Nature are the ingredients of a happy, healthy childhood. So let's give all our children the opportunity to develop happily. You as a parent or teacher can choose the best for the children in your care. Screen-free education is a must, an adventure, which takes courage to stand up for.

May you succeed for the good of the future generation. And notice what you discover when you have to become inventive with the new spare time with your child. ...

Need ideas? Contact: ndo.blathu@gmail.com

Further reading: <https://www.who.int/news-room/detail/24-04-2019-to-grow-up-healthy-children-need-to-sit-less-and-play-more>

Eliant, the European Alliance of Initiatives of Applied Anthroposophy has created a Fact sheet https://eliant.eu/download/ENG_Factsheet.pdf where one sees clearly and succinctly the outcomes of too much screen time.

Growing up healthy in a world of digital media. A guide for parents and caregivers of children and adolescents. (2019) Foyle's or Wynstones Press. This book fills the gap in promoting age appropriate use of digital media by children and adolescents while describing the important developmental phases in childhood.

A RECIPE FOR PLAY

Make Your Own Soft Beeswax For Modelling

Put 150g Beeswax and 150g Vaseline together in an old pot and warm slowly, stirring and melting. Little by little, add 260g Cornflour.

Keep stirring until it connects and becomes a good smooth substance. Stir further until it cools down. You can keep it either wrapped in an oil cloth or in a tin.

This material is always ready to be used and does not need to be warmed before forming with the hands. Easy for children to use. Enjoy!

Having picked up this recipe at the Dornach conference for you, please let us know what your experience has been, we are happy to receive some feedback. Ulrike ndo.blathu@gmail.com

BOOK REVIEWS

Pumpkin Soup and Cherry Bread

A Steiner-Waldorf Kindergarten Cookbook
Rikke Rosengren and Nana Lyset,
ISBN Floris Books

This beautifully illustrated cookbook contains over 80 seasonal recipes that celebrate nature: from Amaranth biscuits to beautiful Beetroot soup.

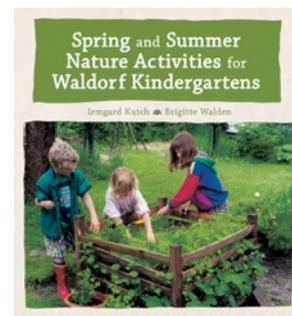
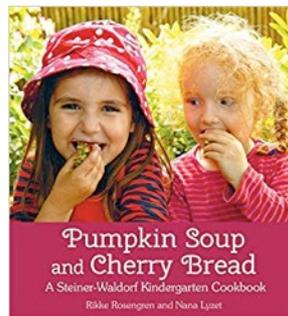
This is a great all-year-round early childhood vegetarian cookbook which contains, recipes arranged seasonally, inspiring pictures, helpful information about developing your own food culture and how to relate food to festivals/seasonal celebrations through play and songs, and meaningful activity (like growing vegetables, foraging for herbs and berries, helping to peel, chop and bake) and a wealth of advice on how to include fresh seasonal produce to encourage children to enjoy a healthy diet.

In A Guide to Child Health, Dr. Glöckler reminds us "...from an Anthroposophical point of view, certain foods are recommended or forbidden. Rudolf Steiner always emphasized that he would not take sides for or against any particular food, and that he would only offer points of view which would enable others to make a more consciously selected diet" (pg. 248)

Many Steiner Kindergarten food books are very restrictive in what you should serve. This book takes a fresh approach which I think reflects the age we live in. Unfortunately (or maybe luckily for him) Steiner did not live in a time of highly processed and fast food. The

Spring and Summer Nature Activities for Waldorf Kindergartens

This book was written for Kindergartens, but it is also a wonderful resource for parents who would like to create the same kind of beautiful spaces for their children at home, as they experience in school. I am one of those parents who has lots of ideas of what I would like to do, I then make them too complicated, which becomes overwhelming and finishes with them never getting done. But this book has made it possible for me to feel like I can do this! It provides you with small, manageable projects that allows you to spend that quality time with your children building, creating and achieving something and when all brought together, creates a fantastic space for the whole family. Isabelle (8) just covered bees and beehives in main



need for an understanding of how important it is to teach our children a healthy approach to food is necessary now more than ever. As the writers say the purpose of this book isn't to have others copy exactly rather for kindergartens and parents to gain tips for using nature and its rhythms as this is an integral part of Steiner education. In this time of supermarket shopping where everything is available all year round it is a wonderful way for children to observe the earths natural cycles and for parents to be aware of the importance of this.

As well as offering new ways to serve a range of delicious vegetables, grains and fruit in the kindergarten this inspirational book contains unique suggestions for home where I feel more of the recipes are actually doable rather than the kindergarten and they are suitable for us adults to eat too. I am looking forward to dusting off my pasta machine to make kale pasta. Not much time is spent on cooking techniques, so you'll want to be comfortable in the kitchen first. However, this book is uniquely helpful because each recipe's ingredient list is given twice, to be the correct amounts for a family of 4, as well as for a classroom of 40 children.

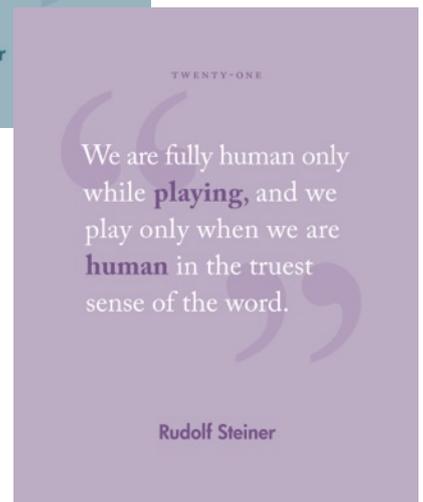
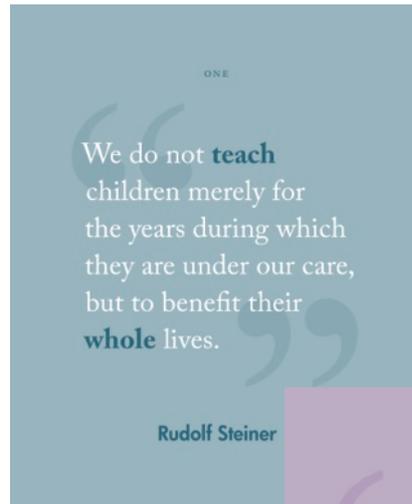
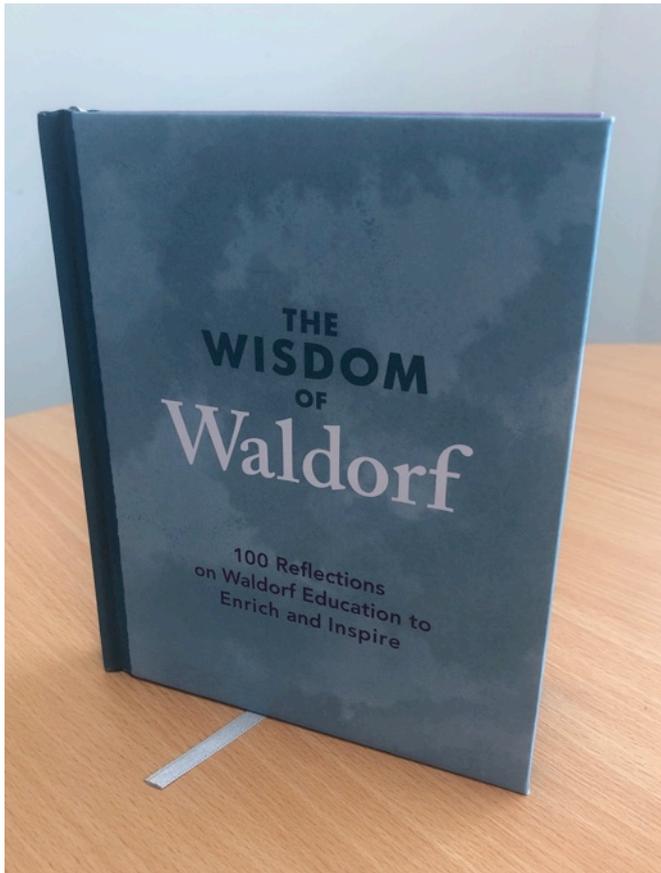
Bonsai is a Danish kindergarten just outside Copenhagen. As with any foreign recipes I wondered if there might be ingredients that I can not get here in Ireland but mostly they are basic ingredients with the exception of one or two which could be substituted.

- Ziva Ellis

lesson, and now we have one at home to nurture that interest started in school. Nicholas Óg (3) is chomping at the bit to get out and get messy and figure out how things are made. Last year I planted a willow circle and wasn't sure where to go with it. Now I have a range of willow structures to choose from. I love my herbs and plant them randomly around the garden, but oh no, no longer this craziness! Next on my list is an herb spiral!!!

I am looking to the future of 8 weeks of 2 children on holidays! But this year I am armed with a list of perfect activities, that don't cost the earth and will have me move a lot closer to the kind of home environment that I keep imagining for us. A fabulous resource for both Teachers and parents alike!

- Fiona Coady



The Wisdom of Waldorf

Floris Books, 2019

A wonderful collection of quotes, which will be published as *The Wisdom of Waldorf: 100 Reflections on Waldorf Education to Enrich and Inspire* on the 20th June.

Introduction by Patrice Maynard; Foreword by Kevin Avison

The story of the book

At Floris Books we are proud to have the widest selection of Steiner-Waldorf education books and textbooks in the UK, and to be able to support the valuable work of Waldorf teachers through our publishing. We treasure and value the relationships we have built over the years with Steiner-Waldorf schools, teachers and parents, and we look forward to continuing to partner with, and support you, in years to come as Waldorf education looks to the future.

To celebrate this landmark centenary year, we have reached out to eminent members of the Waldorf community in the UK and Ireland as well as across the world, as far afield as North America, to Australia, to South Africa, to ask what inspirational words of wisdom

about Waldorf education they have carried with them over the years. The result is a collection of uplifting reflections which rejoice in this unique approach to education, and which we hope will be a memento which will both enrich and inspire you in the future.

The 100 reflections are historical quotations from key figures from Waldorf history, including Rudolf Steiner, as well as original words of wisdom from eminent members of the modern Waldorf community, such as European Council for Steiner-Waldorf Education President Dr Richard Landl, SWSF Early Childhood Executive Officer Janni Nicol, Alliance for Childhood coordinator Joan Almon and experienced Waldorf school teacher Elan Leibner.

To learn more about *The Wisdom of Waldorf* please visit www.florisbooks.co.uk or email our Community Marketing Manager, Elaine Reid (elaine@florisbooks.co.uk) for further information.

Special offer to subscribers to Bláthú

Receive 15% discount on your order of *The Wisdom of Waldorf* at www.florisbooks.co.uk.

Enter offer code BL0619 at the checkout.



IASWECE

International Association for
Steiner/Waldorf Early Childhood Education

**New Waldorf 100 Film - "Becoming..."
Early Childhood Around the World**

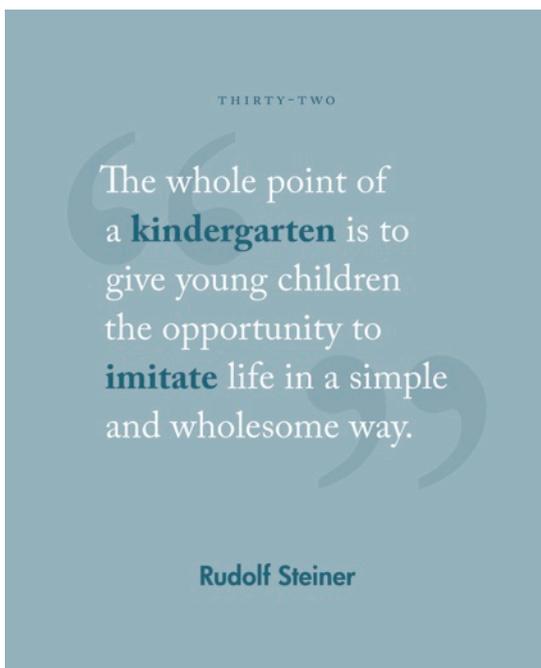
On the occasion of the hundredth anniversary of Waldorf Education, Waldorf 100 and the International Association for Steiner/Waldorf Early Childhood Education (IASWECE) are pleased to present a film about early childhood today in the mirror of different cultures worldwide.

"Becoming..." is the third in a series of short films directed by award-winning documentary filmmaker Paul Zehrer which provide an insight into Waldorf Education in the most diverse cultural, social, religious and economic conditions around the globe.

"Becoming..." was premiered at the World Early Childhood Conference on "Inner Freedom – Social Responsibility", which took place in April at the Goetheanum in Switzerland. The film is now available on YouTube and the websites of [Waldorf 100](#) and [IASWECE](#).

[Click here to read full Press Release](#)

Please help us share this film with as many people as possible!



The Bábóg Project



Tiny dolls to help heal Ireland's Mother Wound

The Bábóg Project aims to give people a simple and symbolic way to pay tribute to each baby and child that died in Ireland's former Mother and Baby homes. It is estimated that there are approximately 6000 babies and children who were born and died at Mother and Baby homes around Ireland.

This project has no other aim but to acknowledge that each of these infants were human beings with human stories, no matter how short and they are therefore deserving of our love, care and attention.

By making a doll for each child, we are in a way sitting with them for those 2 or 3 hours that it takes. We are acknowledging that they existed, that they were important and they are worthy of our time and attention. We acknowledge their story, without ever knowing it, and the stories of their mother and father.

Doll making is an ancient craft, it is a craft that can capture our feelings of love and caring. The dolls made for the Bábóg Project are beautiful in their simplicity. They are small enough to fit into the palm of a hand. They are made with natural, inexpensive materials such as cotton and wool and are easy to make. The finished dolls will be gathered together by the Bábóg Project and we are hoping that they will be part of a travelling exhibition.

The Bábóg Project invites you to make a doll for at least one child. The tutorial and pattern is available free if you email: thebabogproject@gmail.com or go to the Facebook page for "The Babog Project". Laura is happy to travel to give workshops to groups, and to share the aims of the project.

Please send your finished dolls to:
The Bábóg Project, c/o Courtmacsherry Community Shop, Courtmacsherry, Co Cork.

Strengthening ourselves through spiritual awareness Practising observation skills

CPD - Steiner Early Years teacher
20th September 2019

venue to be confirmed

A time and opportunity for all of us working together.

Come and join us for a meeting of minds and hearts: reflecting, exchanging, envisioning, learning- humour included! With the purpose of harnessing insights that will strengthen us for the year and future task in service for children and their families.

We are looking forward to an inspirational and nourishing day for all “Steiner Kindergarten teams”. Ulrike

booking nc.blathu@gmail.com

New Steiner Training course in Ireland

Understanding the World, Understanding Ourselves

An Orientation Course in Anthroposophy will be offered from
October 2019.

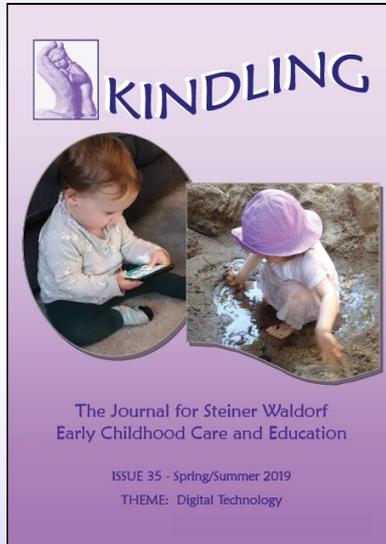
The course aims to provide a foundational but immersive introduction to many aspects of Anthroposophy, the philosophy of Rudolf Steiner, on which Waldorf / Steiner education, biodynamic agriculture, anthroposophical medicine etc. are based.

While this foundation course is offered primarily as a broad introduction to Anthroposophy for anyone who is interested, it is also a prerequisite for anyone planning to do further Anthroposophical studies, e.g. Waldorf kindergarten teacher training, teacher training etc. It is particularly suitable for teachers, parents, assistants or administrators interested in deepening their understanding of Steiner Waldorf education. There will also be many social, artistic and craft activities accompanying the course.

The course aims to educate, to nourish and to inspire all those who join. Please contact thesteiner.training@gmail.com

KINDLING Journal for Steiner Waldorf Early Childhood Care and Education

Published twice yearly in the UK in printed format only, this Journal contains themed articles, songs, stories, crafts, puppetry, research, health, news, book reviews, and more...



For more information and to subscribe please email your name and address to earlyyearsnews@aol.com (one 'y') or phone 00 44 1223 890988

AN SIOPA BEAG

Environmentally friendly and ethically sourced products for the discerning shopper

For your baby, for you and your children: Sheepskins, Sheepskin Car Seat Inserts, Eco nappies, Solmate Socks, Giesswein Wool Slippers

We also stock a wide range of children's and educational books, art & craft-materials, musical instruments, toys and gifts.

For Information contact

Maria Castles, An Siopa Beag, 5 Abbey St, Killaloe, Co. Clare

Tel/Fax: **00 353 61 375770**

Website: www.ansiopabeag.com

Email: ansiopabeag@gmail.com

Opening hours: Mon-Sat: 9.30 am - 6.00 pm

BLÁTHÚ

CALENDAR OF EVENTS:

Please check the **BLÁTHÚ**
website

for news of upcoming
events

www.blathu.org

Or contact Fiona at
nc.blathu@gmail.com
for more information

Join

The Wheel



for Excellent advice
for non-profit
organisations.

<https://www.wheel.ie/>

BLÁTHÚ

Croílár, Mountshannon,
Co. Clare V94D9X9

Tel: **089 2411816**

Email: nc.blathu@gmail.com

Web: www.blathu.org

Views and opinions expressed in this newsletter are the views and opinions of the authors of the articles themselves and are included for your interest and information. They are not necessarily the views or opinions of **BLÁTHÚ**, its staff or members.