



2022

## Waldorf School of Bend

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# COLLEGE OF THE ENVIRONMENT



**Internship Title:** Waldorf School of Bend

**Student Name:** Cicada London

**Internship Dates:** 8/29/2022-10/7/2022

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**STUDENT SIGNATURE** Cicada London

**DATE:** 10/30/22

Cicada London  
Internship Writeup  
Waldorf School of Bend  
Fall 2022

### Waldorf School of Bend

“The Waldorf School of Bend serves families with children from early childhood through eighth grade. An education at WSB follows an established Waldorf curriculum, rich in the arts and humanities. Our community culture is rich in character, diverse religions and social beliefs, and economic backgrounds. Our shared values include social responsibility and self-awareness, kindness and compassion for humankind, and a strong reverence for the health of our environment. These values lay the foundation for our children to grow and learn. We cultivate reverence for nature and an appreciation of beauty in our world.

#### About the School

- Grades Pre-K - 8th Grade
- Private school
- Board of parents
- Licensing requirements
- Waldorf pedagogy
- 2 departments
- 22 employees

#### About the EC Classrooms

- Morning Glories (Mixed-Kinder)
- Ponderosa Pines (Mixed-Kinder)
- Gardeners (Kindergarten)
- Peace Lilies (Pre-K)
- Sunflowers (Pre-K)

#### My Role

Over the course of 5 weeks working at the Waldorf School of Bend, I assisted in all 5 of the EC classrooms and experienced a new approach to teaching. Coming from a forest school background, it was an adjustment to teach under the Waldorf pedagogy, which changed my perspective on traditional western education systems. My job during this time was to fill the gaps in the school, and work in any

classroom that needed support. I learned the daily rhythms of each class as well as the needs of each student within. I learned from teachers with varying backgrounds in education and their styles of teaching.

### Weekly Learning

#### **Week 1**

- The daily rhythm of a mixed kinder classroom
- Leading afternoon program
- Working with children with sensory sensitivities
- Preparing each snack everyday of the week
- Singing to children instead of directing them
- Practicing the daily songs and verses
- Advocating for my own breaks
- Assisting a master teacher
- Using intentional practices based on waldorf pedagogy
- Maintaining energy throughout the day
- Doing online trainings
- Writing incident reports
- Balancing personal and professional life
- Using polite language
- Practicing patience
- Making transitions throughout the building with kids
- How to make bread, soup and millet from scratch
- Communicating with parents
- Communication with coworkers

Hours Worked: 42.8

#### **Week 2**

- Cutting paper for drawing/painting
- Floating between classes
- Managing multiple rhythms
- More online trainings
- Handling difficult drop offs
- Communication of messages and changes to coworkers directly
- Keeping attendance for multiple classes and programs
- How to work in a pre-k classroom
- Communication with 3 year olds

- Being flexible
- How to clean classrooms
- How to potty train children
- Singing all of the school songs
- Working in a class with max capacity
- Mixing pre-k and kinder students
- How felted shooting stars are made
- Learning different teaching styles

Hours Worked: 42.3

### Week 3

- Using my intuition
- Filling the gaps in a larger school setting
- Managing others expectations
- Practicing self care
- Keeping a professional attitude
- Bouncing between multiple classrooms
- Dealing with personal burnout
- Participating and witnessing a holiday festival
- Learning about michaelmas
- Performing a song in front of parents

Hours Worked: 37.6

### Week 4

- Getting my food handlers card
- Running afternoon program for pre-k
- Helping children take a rest
- Having patience with young kids
- Teaching proper cough/sneeze procedure
- Calming crying children
- Managing potty training
- Empowering children
- Practicing good self care
- Finding housing in a new place

Hours Worked: 29.05

### Week 5

- Managing spread of germs
- Learning about martimas

- Learning new songs
- Working in new pre-k class
- Writing a nap song
- Being flexible with smoke conditions
- Attending faculty meeting
- Helping with management during electricity loss event
- The difference between kindergarten and pre-k development
- Learning the needs of every child
- Being a supporting role
- Calming sick/tired children
- Making friends with coworkers
- Following licensing standards
- Communicating time off

Hours Worked: 38.75

Total Hours Worked/5 Weeks: 190.5 hours

#### Typical Daily Schedule

8:00am - Arrive at work

8:30am - Receive children

9:00am - Morning rhythm

11:15am - Recess

12:30pm - Lunch

1:00pm - Lead afternoon rhythm

1:15pm - Rest time

3:00pm - Recess

3:30pm - Pickup

3:30-4:30pm - Aftercare/Cleaning

#### Conclusion of Experience

I began this experience with no background or knowledge of the Waldorf pedagogy, and how that looks in a private school system. I went to public school, and my first teaching experiences were in forest school. It was a bit shocking to show up on my first day, after just moving to a new city, and participate in a faculty meeting where we are practicing songs and dances for the upcoming festival (michaelmas). I quickly learned that the dynamic of teachers at

Waldorf school is all about community and making decisions about the way things work takes a long time. This school in particular had just lost their entire administration team and Director, so the first week was a whirlwind trying to prepare for the start of school. I was originally hired to assist in a mixed-kinder classroom of 3-6 year olds (Ponderosa Pines) but due to the lack of administration, enrollment for this school year was too low to have two teachers in this class. This led to me taking on the role of a float in the EC department where I was substituting and supporting in any class that needed it. With the cold season that comes with the start of school, I was always busy filling in for teachers. Over time, an administration team was put together and enrollment was luckily improved, but I was never assigned to a specific classroom. This ended up being beneficial for my learning of the Waldorf way, but also difficult for me to find my true place in the school. This was also my first experience working full time in a school setting, so I endured a lot of burnout and trouble balancing my new life. Eventually I found stable housing in the area which helped settle me in, since I arrived in Bend, OR still living in my car. I struggled during this time to find motivation to meet new people outside of work, and found myself feeling a bit lost during my experience. I still have employment at this school even after my initial internship, which I am appreciative of.

After considering my experience teaching this summer compared to this fall thus far, I still feel called to my choice of teaching forest school. I decided to do this internship to gain experience in a new realm of education that I was not familiar with at all, to broaden my perspective on what school can look like for children. I believe that my experience has given me new insight and approaches to teaching that I may have never considered without, and I plan to continue teaching at this school until the end of the school year as long as life works out that way.





