



Steiner Education Australia
 2019 National Teachers' Conference
 8-11 July, 2019
 Cape Byron Rudolf Steiner School, Byron Bay

Renewal for the 21st Century

Workshop Program

All workshops at the SEA 2019 National Teachers' Conference will be offered as a series of workshops. It is expected that participants will attend all workshops in the series they choose to attend.

Workshop One – Tuesday 9 July and Wednesday 10 July 2019 11.15am- 12.30pm

There are two workshops in this series – participants are expected to attend both workshop sessions in the series.

Stronger, brighter, deeper; building meaningful lives through Steiner Education	The essentials of deepening the content of high school teaching – lesson preparation as a rejuvenating force in our work	What are the social capacities needed for the 21 st Century, and how do they unfold?	Emergence – how will we go about learning in the future?	Vulnerability, opportunity and responsibility: meeting the adolescent's great expectations	Supporting children in the 21 st Century – working with the individual child to find inner harmony	The classroom as the third teacher.	Inclusion and autism	Teaching Nature's Web: bringing eco-literacy and systems thinking to life in our classrooms	Exploring leadership in a Steiner/Waldorf school – what does it have to do with the education of the child?
Andrew Hill	Michaël Merle	Valentin Wember	Konrad Korobacz and Josh Rushton	Bronwen Haralambous	James Deefholts and Melanie Deefholts	Mark Baxter and David Jacobson	Jan Fowler and Matt Merrall	Annabel Brown, James Goodlet, Sandra Frain	Jennifer West
All Teachers	High School teachers	All teachers	All teachers	High school teachers, specialist and subject teachers	All teachers	All teachers	All teachers, special needs teachers, learning support staff	Early childhood and primary teachers	All teachers



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Workshop Two – Monday 8 July, Tuesday 9 July and Wednesday 10 July 2019 2.00pm – 3.00pm

There are three workshops in this series – participants are expected to attend all three workshop sessions in the series.

How can teachers work with the 3-fold high school methodology to motivate students and deepen their thinking	Why is it so important to understand the physiology of learning to truly implement the Steiner/Waldorf curriculum?	Initiation ancient and modern: what can indigenous wisdom teach us?	100 years of integrated education: Waldorf approaches now and then	Spiritual Education	Bringing the essence of mathematics to the young child	How the digital technology curriculum fits into your lesson?	How to look, listen and learn. Indigenous perspectives.	Language lessons as living experiences	Bush kindy and Indigenous perspectives
Michaël Merle	Valentin Wember	Andrew Hill	Barbara Baldwin	Cheryl Nekvapil	Gregorio Noakes	Corey Flynn	Waiata Telfer	Yasushi Hayashi, Evelyn Mischer, Teresa Martin	Bruce Anthony
High School teachers	All teachers	All teachers	Primary, learning support and specialist staff	All teachers, well-being and support staff	Class 1-3 teachers, anyone who loves maths, or those returning to class 1	All teachers	All teachers	All teachers, Language teachers	Early childhood teachers



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Workshop Three – Monday 8 July, Tuesday 9 July and Wednesday 10 July 2019 3.30pm – 5.00pm

There are three workshops in this series – participants are expected to attend all three workshop sessions in the series.

Dreaming: the process of becoming	Tools for painting word pictures on the air	Creative writing for everyone: finding your voice. <i>"Everything, everything is story"</i> <i>Lakota Elder</i>	Saving the world one garden at a time	Projective Geometry – bud and vortex forms - inner and outer spaces	Pentatonic music in the early childhood setting; a pedagogical overview and practical applications	Colour as a balancing and healing force in our technological and materialistic age	Humor and pathos in living stories. Working with polarities in movement	Kinesthetic learning in the high school	The living spirit: experiencing the forces of space through physical bodily movement. An introduction to Bothmer Gymnastics
Peter Mulcahy	Ron Caisley	Shelley Davidow	Sarah Lees-Barton	Sophia Montefiore	Katrina Ross	Julie Lovett	Jan Baker Finch	Nicole Ostini	Ted Muller, Blossum Rubsamen and Stuart Baker
All teachers	All teachers, anyone interested in creative speech	All teachers	Kitchen garden teachers, early childhood and primary teachers	High school maths teachers, all teachers, anyone interested in geometry	Early childhood teachers	All teachers	All teachers, Eurythmy teachers, anyone interested in Eurythmy	High School teachers	Primary teachers, anyone interested in Bothmer Gymnastics



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Workshop Series One – Tuesday 9 and Wednesday 10 July, 2019
11.15am – 12.30pm

Workshop 1.1

Andrew Hill - *Stronger, brighter, deeper; building meaningful lives through Steiner education*
Target Audience: All teachers



Andrew Hill has taken three 8 year Class Teacher cycles, and taught high school up to Year 12. He is Head of School at Glenaeon Rudolf Steiner School, Sydney and has been involved in teacher training for many years at the Glenaeon Intensives as well as in Waldorf schools in South East Asia.

Workshop:

“A writer is a person who cares what words mean, what they say, how they say it... Story-tellers and poets spend their lives learning the skill and art of using words well. And their words make the souls of their readers stronger, brighter, deeper.” — Ursula K. Le Guin

Artificial Intelligence will challenge the very nature of humanity. By separating out our intelligence from our emotional life, we risk losing that which makes us human at all. Our feelings give us our sense of meaning and to Rudolf Steiner, our highest endeavour is to help young men and women find meaning and direction out of themselves. Our feeling lives are the key to finding meaning. But like intelligence, our feelings need schooling to become rich and mature and then they can guide us from within as an inner understanding. Steiner education has the unique task of growing this new form of feeling cognition, an intelligence wedded to feeling, a heart thinking.

How do teachers do this? As the great fiction writer Ursula Le Guin puts it, Steiner teachers are like good writers who care about words, and how they shape the inner lives of their growing students. They embed creativity into the learning process, and imbue formal learning with a powerful artistry that helps the intellect to sing, and the heart to understand.

This workshop will explore the building of ‘cognitive feeling’ or heart thinking as it grows through the curriculum of Steiner education from Kindergarten to Year 12: from play in Kindergarten through some of the great stories of many civilizations, all the way to teaching methods in high school that enliven learning with passion. This form of learning brings Spirit into matter, preparing a sense of meaning in our students’ lives, and making them stronger, brighter, deeper.

Workshop 1.2



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Michaël Merle - *The essentials of deepening the content in high school teaching: lesson preparation as a rejuvenating force in our work.*

Target audience: High School Teachers



Michaël has been at the Roseway Waldorf School in Durban, South Africa since 1999, teaching Classes 10, 11, 12 and 13. Michaël teaches mathematics, physics, chemistry, biology and geography. He mentors teachers in history, literature and drama. Michaël has been the high school pedagogical mentor since 2004, co-ordinator and principal lecturer for the Foundations of Waldorf Education teacher-training programme at the Roseway Waldorf School.

In 2003 Michaël joined the Council of the Southern African Federation of Waldorf Schools where he carried the portfolio of High School Co-ordinator, and is a member of the

International Forum of Waldorf/Steiner Schools.

Michaël has background studies in Philosophy, Theology, Economics and Financial Management, and is married with two sons.

Workshop:

Teacher's research work from indications for Main Lesson themes can unfold through working into imaginations and inspirations to carry the lesson content itself as well as the active engagement.

We will follow through two examples of the teacher's path of preparation for a main lesson.



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Workshop 1.3

Valentin Wember - *What are the social capacities needed for the 21st Century, and how do they unfold?*

Target Audience: All teachers



Valentin Wember, PhD, attended the Waldorf School in Krefeld, Germany. He studied philosophy, literature, music and science of education in Hamburg, Berlin and Stuttgart. In 1984, he did his doctorate under Karl Robert Mandelkow.

For 30 years, Wember worked with great conviction and enthusiasm as a Waldorf teacher in Stuttgart and Tübingen. He also worked in teacher training in the USA, Switzerland, Korea and Germany.

In the '90s, following a suggestion made by Jörgen Smit (1916-1991), he published several books on youth anthroposophy, among which were "The Will to be Free" (1991) and "The Power of Understanding" (1993).

Along with being a Waldorf teacher, Wember has worked for many years in organization development, e.g. for a large South-German trade association, with the emphasis on forms of management and change management.

Workshop:

Valentin Wember will use this workshop to deepen the lecture theme through discussion, exploration of methodology and curriculum groundwork and importantly highlighting the teacher's role in building healthy faculties in the social realm with colleagues and parents. What the teacher inwardly works through in their own development is of value for the children. Do they themselves have a strong inner life, do they reflect on the highest in colleagues and do they overcome difficulties in relationships with members of the school community?



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Workshop 1.4

Konrad Korobacz and Josh Rushton – *Emergence – how will we go about learning in the future?*

Target Audience: All teachers



Konrad Korobacz PhD (UNE), Grad. Dip. Art History (Uni. of Adelaide), BTL (CDU) BA (UTAS)

Konrad is an educator and education researcher. His interests include educational philosophy, place conscious education, education through the arts, painting, sculpture, palaeoanthropology, history and art history.

Konrad commenced teaching at Lorien Novalis in 1973 and was the founding teacher and founding Director of Teaching at Shearwater, the Mullumbimby Steiner School.

He is currently Principal of the Yallingup Steiner School and an Associate of Heartwood Site for Transformative Arts, Culture, Science.

A graduate of Elena Zuccoli School for Speech and Eurythmy in Dornach, Joshua Rushton taught at the Rudolf Steiner School Basel before returning to Australia where he developed the Eurythmy and Performing Arts program at Shearwater, The Mullumbimby Steiner School, where he teaches eurythmy and is the Stage Director of WAVE (Wearable Arts Vision in Education)



Workshop: *The Good is always profound and radical ...* Hannah Arendt

During this workshop series, we will explore the ever-present future that is rushing to meet us. An imaginative blogger once described Rudolf Steiner as a presenter of science fiction, referring to his capacity to deeply penetrate the past and profoundly envision humanity's distant future.

Education pundits are fearless in reminding us that the jobs of the future, that our students will be performing, have yet to be created!

However, education world-wide remains a bastion of conservatism, which, subject to government control and its centralised bureaucracies, clings to the expectation of certainty and security.

So how are we to educate young people to meet the demands of the future when the challenges of the past (environmental, uneven wealth, the juggernaut of economic growth, population overload, increasing mental health issues) are primarily addressed by the paradigms that created them in the first place?

Education and learning, as developed by Rudolf Steiner, has the seeds within it profound (L. to have depth) and radical (L. pertaining to the root).



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In this series of two workshop sessions, an analysis will be made of current educational practices and its vision for the future (with a focus on Gonski 2) and how deeper understandings of Steiner education might contribute to meet the challenges now, and in the future.

Recommended Readings:

Gidley, Jennifer M, 2017, *The Future: A Very Short Introduction*, Oxford University Press, Oxford, UK.

Korobacz, K.F., 2015, *Songlines of Learning*, unpublished thesis, <http://e-publications.une.edu.au/1959.11/18014>

Perlas, N., 2018, *Humanity's Last Stand, The Challenge of Artificial Intelligence: A Spiritual-Scientific Response*, Temple Lodge, Forest Row, UK.

Steiner, R., 1941, *The Challenge of the Times*, (Lecture 3) Anthroposophic Press, New York



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Workshop 1.5

Bronwen Haralambous – *Vulnerability, opportunity and responsibility: meeting the adolescent's great expectations*

Target Audience: High School teachers, specialist and subject teachers



Bronwen Haralambous has experience teaching in mainstream high schools and has been studying and working in Steiner education for over forty years. Bronwen was one of the pioneer teachers in the High School at Orana where she taught for ten years after which she completed a Masters in Educational Leadership in 2006, an Advanced Diploma in Holistic Counselling and Psychotherapy in 2008, and in November 2016 a PhD. In her doctoral dissertation, Bronwen re-imagines Steiner's vision for teachers' research and professional learning. One of the major projects associated with this research involved the implementation and evaluation of a Masters Degree program in Steiner education and a second project focused on the facilitation of teachers' research projects in a Steiner primary school.

Bronwen is currently teaching in the Graduate Certificate in Steiner Education at Sunshine Coast University.

Workshop: Drawing on research findings from neuroscience and psychology we will review Steiner's (1921/1988) indications for the cognitive, socio-emotional and moral development of students in classes 9 to 12. The OECD Learning Framework notes that: [A] second burst of brain plasticity takes place during adolescence, [...] the brain regions and systems that are especially plastic are those implicated in the development of self-regulation. Adolescence can now be seen as a time not just of vulnerability but of opportunity for developing a sense of responsibility. (OECD, 2018, p.6) Linking this development in brain plasticity with a spurt in the growth of "heart intelligence" Chilton Pearce (2002) observes that "if no nurturing or modelling is given," then this potential development will not unfold but "will be dormant for life" (p.54). We will explore ways to meet the adolescent's "great expectation" that "something tremendous is about to happen" (ibid.) so that this favourable circumstance is not lost. On the first day we review the psychological profiles of students of 15 to 18 years of age and consider how curriculum content can meet their developmental needs. Building on these connections, on the second day we will delve into the question of how to teach this content and how to design assessment tasks and rubrics that support us to diagnose and discern how best to support students to open the door of opportunity for the unfolding of the "powers of the heart" (Chilton Pearce, 2002; Steiner, 1943/2007)



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Workshop 1.6

James Deefholts and Melanie Deefholts – *Supporting children in the 21st Century – working with the individual child to find inner harmony*

Target Audience: All Teachers



Melanie Deefholts has been supporting parents and teachers in various schools through adult education for the past 9 years. She specialises in helping adults understand child development through observations of daily life and helps them find ways to work with this in a living way within the home and the classroom. Melanie works with parents, administrators and teachers in private and group education and also works directly with young adults as a facilitator of the Social Understanding, Gender and Sexuality program for *Developing the Self* and *Developing the World*.

Melanie regularly works in various Waldorf Schools in Bellingen, Armidale, Byron Bay, Mullumbimby, Adelaide, Geelong and a number of Victorian Schools.

James Deefholts is a primary school teacher and has been teaching in Waldorf schools since 2005. He is currently in his third round as a class teacher (from Grade 1 – 6) and is teaching at Cape Byron Rudolf Steiner School.



James has been involved in the management team of Chrysalis Steiner School, serving as the Chair of the College of Teachers between 2012 – 2016. He was also a long-standing member of the Board of Directors for Chrysalis Steiner School. James delivers professional development sessions for teachers in the areas of Behaviour Support, Learning Challenges, Child Development, and the Inner Life of the Teacher.

James and Melanie facilitate adult education and professional development for *Developing The Self, Developing The World*, a community organisation committed to working with inner development for world development, and striving to build healthy community life in the light of anthroposophy. www.developingtheself.org

Workshop: Rudolf Steiner envisioned Waldorf Education for future communities to receive education that was healthy giving. The ongoing task of Waldorf Educators is to continue to find a new relationship to the indications he gave as part of this education.

The Twelve Senses, as indicated by Rudolf Steiner, work together to build the foundation of a healthy human being. It is through these senses, and their healthy care and development, that the human being grows the capacities required to develop independent learning, which are: *attention, self-regulation* and *healthy attachment*. Learning difficulties can arise from a combination of one or more imbalances in these three foundations. When these capacities are fully realised, children become independent learners.

It is useful for educators to recognise that each child has a predisposition, from their individual constitution, to have what might be termed a “hyper” or “hypo” tendency in each of the senses. This tendency helps those educators around a child to enter into a relationship with a child as an individual.



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We have to learn, with them, how the world affects them. Many behavioural difficulties that arise in the classroom could be said to stem from a lack of understanding of how the world affects a child's individual sensory tendencies.

Through developing observational skills, teachers and caregivers can perceive a child's individual sensory tendencies and find ways to support them practically, inside the classroom and out, to find inner harmony.

In this workshop Melanie and James will combine their experience in child development and education to engage teachers in individual reflection to bring an inner relationship to the content of the workshop. The content will examine the impact the 21st Century has on children and adolescents, in particular their development as learners.



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Workshop 1.7

Mark Baxter and David Jacobson – *The classroom as the third teacher.*

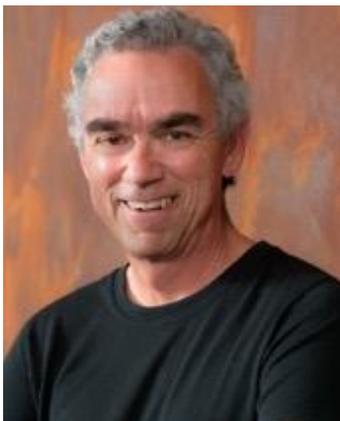
Target Audience: Teachers and building committee representatives



Mark Baxter & David Jacobson are architects experienced in designing Steiner schools over a thirty year period.

David was one of the first students at Glenaeon school and has a particular passion for choreographing the journey a child makes in moving through the school buildings and landscape.

Mark studied sculpture at Emerson college and sees the integration of the arts in architecture as fundamental to creating a healthy inner environment for the child. Their buildings integrate environmentally sustainable systems to minimise impact on the broader environment.



Workshop: This workshop aims to draw on the wealth of semi-conscious experiences teachers have of their classroom environment; assess our school environment against Steiner's architectural, artistic impulse and articulate opportunities for change in the light of contemporary developments.

The classroom environment has been described as “the third teacher”*. Steiner gave specific suggestions for the classroom environment including colour choices and the display of children's work, within the context of his impulse for an organic architecture. *Living* architecture fosters living mobile thinking through a healthy stimulation of the 12 senses. What does this mean for us in a practical sense and what experiences can we share?

The classroom can also be an experiential example of our care for the environment. Solar systems, interactive management of heating, cooling, ventilation systems, recycling of waste all show we do what we say.

“Chalk and Talk” teaching is being replaced by flexible and collaborative learning spaces in mainstream schools. In some ways this new paradigm adopts tried and tested Waldorf principles such as integrated, project based learning, (main lessons). Can flexible learning spaces support outreaching methodology and curricula, and to what extent are they suited to the soul of today's child?

* Loris Malaguzzi, founder of the Reggio Emilia



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Workshop 1.8

Jan Fowler and Matt Merrall – *Inclusion and autism*

Target Audience: All teachers, special needs teachers, learning support staff



Matt is a former class teacher and learning support coordinator at the Melbourne Rudolf Steiner School and is currently a special needs/curative educator at Warrah School in Sydney.

Jan is Principal of Warrah School in Sydney.

Workshop – The renewal of Steiner Education in Australia for the 21st century must include a commitment to inclusion of students with disability at every level and be at the forefront of a social justice movement where each and every teacher will consciously and courageously take up this spiritual endeavour.

What is the state of play in Australian schools and how can we move forward within a new school funding model to truly work in an inclusive manner?

We will explore what Inclusion means to us and challenge ourselves to explore a range of options to our current models.

Autism is the most prevalent thing we meet in our schools. Despite a list of similarities, each new child we meet challenges, confuses and baffles us. What works with one child may not work with another. Can we accommodate the thinking that autism is not a disorder but merely a variation on the human condition?

We will seek to understand the individuality Autism brings into the classroom ask ourselves “What gifts does the student with Autism bring and how can I meet them?”

The use of visuals is a commonly accepted and effective strategy for including students with autism into school life. We will examine ways of working with visuals and social stories in early childhood, primary and secondary settings. Communication is a core element of working with any student with special needs or disability and we will highlight the many forms of communication there are available to us and build some expertise around finding the right one/s for each student.



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Workshop 1.9

Annabel Brown, James Goodlet, Sandra Frain – *Teaching Nature's Web: bringing eco-literacy and systems thinking to life in our classrooms*

Target Audience: Early childhood and primary teachers

Annabel Brown B. Comms (Social Inquiry), Grad. Dip. Teaching & Learning is a founding teacher at Aurora Steiner School. She has a passion for creating healthy organisations and learning communities through the application of ecological principles.

Sandra Frain B. Child Study, M. Science (Waldorf Education), Dip. Waldorf Primary Education is a biodynamics educator with four decades of experience creating dynamic educational programs for children and their families in a unique celebration of life. Sandra is devoted to supporting people in their quest to nurture nature and humanity. As well as delivering teacher and parent training programs internationally, Sandra currently teaches bush playgroups and gardening at Glенаeon. She is an elder in the Steiner Education movement.

James Goodlet MEd (Leadership) BA, Dip Teach. is currently Principal at Aurora Steiner School. He has a background in environmental education and has studied and lectured in the field of educational leadership and management including Steiner's threefold social order.

Workshop: In this workshop, participants will gain an experiential and intellectual understanding of living systems concepts, relate them to what we are already doing well in our schools, and look towards areas for further development. Through a treasure trove of games, stories, songs and poems, we delve into ways that ecological and systems concepts can be shared with students in ways that are developmentally appropriate and complement the traditional Steiner curriculum. Participants will look at how these same concepts can be applied to their challenges as teachers, and how this lens can point the way towards new and creative solutions.

We will look at the relationship between the work of Rudolf Steiner and the contemporary scientific and educational movement around ecoliteracy and living systems thinking. Participants will be provided with tools to generate new solutions to challenges of teaching life, and with a range of ideas and practical resources for bringing ecological understandings and living systems concepts to students in vibrant and developmentally appropriate ways. Through a range of joyful and juicy stories, games, poetry and songs, participants are guided through an experiential exploration of key concepts; and through discussion, analysis and the presentation of research, are equipped with an intellectual framework that places our work in Steiner schools within a broader context of social and ecological renewal.

Recommended Readings

- Steiner's Seven Life Processes
- Organisations as Living Organisms by Magda Lissau <https://www.waldorflibrary.org/journals/22-research-bulletin/640-june-2002-volume-7-2-organizations-as-living-organisms-developing-a-seven-fold-view>
- The Threefold Social Order
- Biodynamics Principles
- Ecological Literacy by Enric Calvet <https://www.slideshare.net/enriccalvet/ecological-literacy> (this is an excellent summary of what we're looking at)
- The Systems Playbook by Linda Booth Sweeney
- Connected Wisdom: Folktales from around the world by Linda Booth Sweeney
- Habits of a Systems Thinker cards from The Waters Foundation
- Living Universe/ Dead Universe paradigm from Duane Elgin <https://greattransitionstories.org/core-principles/living-universe/>

Workshop 1.10



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Jennifer West – *Exploring leadership in a Steiner/Waldorf school – what does it have to do with the education of the child*

Target Audience: All participants



Jennifer has been active in Steiner/Waldorf Education for around 40 years and she continues to be inspired by this very modern education. Her experience spans class teaching and secondary teaching to Year 12, (around 20 years) and school administration (around 15 years), She was one of the founding teachers of Mt Barker Waldorf School in South Australia.

In 1985 she spent her sabbatical year at Emerson College in the UK and since then has had an enduring interest in the world-wide Waldorf School movement.

In 1998 Jennifer took on the newly created role of Educational Administrator at Mt Barker which she carried until retiring in 2010. She was then asked to take on the newly- created role of Principal at Sophia Mundi Steiner School in Melbourne.

Jennifer has completed training in Biography Counselling, Parent Training and recently in Mentoring Training. She has lectured in Teacher Training courses (both university and Steiner) and continues a mentoring role with schools and teachers. She is currently a board member at Sophia Mundi Steiner School. Her areas of interest include Educational leadership, school organisation and administration and Governance.

Workshop: Up until around 20 - 25 years ago almost all schools worked with a College of Teachers that dealt with educational and administrative areas of the school. Today a number of our schools have a Principal to direct the school, with or without collaboration from the College of Teachers. In some schools the College now no longer exists or only carries the educational aspect.

The Principal, where one exists, is responsible by virtue of their role for all areas of management – education, welfare, administration, facilities and finances. Normally there are well-trained people with specific skills in these areas supporting the Principal. Nevertheless, the workload and the responsibilities a Principal carries often sees them stressed and overburdened in this role. Some are facing burnout.

It is clear that Rudolf Steiner saw the collaborative leadership inherent in a College of Teachers as an appropriate model for our schools, not just as a way of working together of the adults, but for the effect this would have on the children. Is this form still appropriate today where we have a very different environment in which teachers and schools work? Can we meet the demands of the children, parents, government policies and regulatory bodies more effectively and develop and deepen new forms of stewardship that will serve the future we are trying to enable? Can we find a model that produces a sustainable, collaborative way of working and supports the striving of every individual in the school.

Workshop Series Two – Monday 3, Tuesday 4, Wednesday 5 July, 2017
2.00pm – 3.00pm



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Workshop 2.1

Michaël Merle – *How can teachers work with the 3-fold high school methodology to motivate students and deepen their thinking*

Target audience: High School Teachers



Michaël has been at the Roseway Waldorf School in Durban, South Africa since 1999, teaching Classes 10, 11, 12 and 13 (the state exam year). Michaël teaches mathematics, physics, chemistry, biology and geography. He mentors teachers in history, literature and drama. Michaeël has been the high school pedagogical mentor since 2004, co-ordinator and principal lecturer for the Foundations of Waldorf Education teacher-training programme at the Roseway Waldorf School.

In 2003 Michaël joined the Council of the Southern African Federation of Waldorf Schools where he carried

the portfolio of High School Co-ordinator, and is member of the International Forum of Waldorf/Steiner schools.

Workshop: Creating Dynamic Lessons: Conclusion, Judgement Concept are dynamic processes that engage the students in living thinking which brings experiences that are capable of transformation into the future.

We will work through examples of how this unfolds in practice in different subjects and discuss your questions pertaining to your current work.



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Workshop 2.2

Valentin Wember – *Why is it so important to understand the Physiology of Learning to truly implement the Steiner/Waldorf curriculum?*

Target Audience: All Teachers



Valentin Wember, PhD, attended the Waldorf School in Krefeld, Germany. He studied philosophy, literature, music and science of education in Hamburg, Berlin and Stuttgart. In 1984, he did his doctorate under Karl Robert Mandelkow.

For 30 years, Wember worked with great conviction and enthusiasm as a Waldorf teacher in Stuttgart and Tübingen. He also worked in teacher training in the USA, Switzerland, Korea and Germany.

In the '90s, following a suggestion made by Jörgen Smit (1916-1991), he published several books on youth anthropology, among which were "The Will to be Free" (1991) and "The Power of Understanding" (1993).

Along with being a Waldorf teacher, Wember has worked for many years in organization development, e.g. for a large South-German trade association, with the emphasis on forms of management and change management.

He has also written *The Five Dimensions of Waldorf Education*, *Soul Responsibility* and *The will to be free: A philosophy for young people*.

Workshop: Valentin Wember will bring his research and background knowledge of Rudolf Steiner's indications for the healthy development of the children, the effects of the various subjects and activities on them and the importance of the teacher's inner work and meditation. If we have a deep understanding of the child and the effects of our teaching we can creatively develop our own curriculum and make the art of teaching a truly inspired task each day.



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Workshop 2.3

Andrew Hill – *Initiation ancient and modern: what can indigenous wisdom teach us?*

Target Audience: All Teachers



Andrew Hill trained as an anthropologist at Sydney University and at the age of 22 trekked into the Malaysian rainforest to spend a year living with the Orang Hulu, one of the indigenous peoples of Malaysia. He became fluent in the local language and was adopted as the eldest son of the leading shaman of the area. Over the decades since then he has maintained a connection with the village and his adopted family, and has been a companion on their journey from isolated forest dwellers to being part of the “global village”. He returns regularly to visit and sit in on the next generation of shamanic ceremonies.

Andrew has had a lifelong research interest in indigenous spirituality and seeks ways to integrate indigenous wisdom into our contemporary consciousness. He has taken three 8 year Class Teacher cycles, and is Head of School at Glenaeon Rudolf Steiner School, Sydney.

Workshop: Indigenous cultures across the world each have their individual qualities but all share a worldview that embeds human life in a sacred context. All have powerful connections to family and local community, and live in an organic and self- sustaining partnership with the natural world. The wisdom that shines through indigenous cultures stands in the face of the evolution of consciousness and technological change. First Nations around the world still remind us of the power of human consciousness.

In a technological world of fragmented communities and intellectually awake individuals, what can indigenous collective wisdom teach us? In this workshop we will explore the possibilities for both:

- Education: how can we educate our students to honour and learn from indigenous wisdom, both worldwide and Australian?
- Individuals: what lessons in spiritual development from indigenous traditions can contribute to our own personal spiritual paths?

We will consider the evolution of human consciousness as a background to these questions, and look at Steiner education in particular as a way of exploring indigenous wisdom and future consciousness.



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Workshop 2.4

Barbara Baldwin – *100 years of integrated education; Waldorf approaches now and then*

Target Audience: Primary learning support and specialist staff.



Barbara Baldwin, MSPA; B.Sc. Speech Pathology; Dip Special Education; Dip Chirophonetic Therapy, is a speech pathologist and special educator of international standing. She has worked with people with disabilities of all ages, in many countries and different settings, which include residential care, education and vocational training. She gained her initial training within the Camphill movement in the UK and Germany and later qualified as a speech pathologist and Chirophonetic Therapist in Germany and Austria respectively. Barbara has developed her work through many years of clinical practice within government health and in the private sector and her refreshingly modern approach is accessible and practical.

Barbara is currently based in Adelaide, South Australia and travels extensively, lecturing on language and learning, child development and different learning styles, needs and abilities. She also delivers training & professional development to staff of Warrah and Inala.

Workshop: In this workshop we will look at Steiner's recommendations for children within the classroom context. Have things changed?

What do we see now and how those recommendations might be applied in our present schooling situation.

We will practice the exercises Steiner gave the teachers and apply our learning to children and problems in your classroom.



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Workshop 2.5

Cheryl Nekvapil – *Spiritual Education*

Target Audience: All teachers, well-being and support staff



Cheryl and her family moved to Canberra in 1980 and joined the group working to establish a Steiner School. Orana Steiner School opened its doors to students in 1981. Cheryl filled many roles at Orana Steiner School including the School Council/Board, College of Teachers, kindergarten teacher, business manager and educational administrator.

In 2001 – 2002, Cheryl studied at the Priest Seminary in Stuttgart, Germany and was ordained as a priest of The Christian Community in 2002, working in Canberra, Sydney, Melbourne, Adelaide and the Sunshine Coast. From 2007 – 2015 she was school chaplain at Orana School. In 2015 she moved to Melbourne becoming a full time priest in the Melbourne congregation.

From 2016, Cheryl has been a community wellbeing support officer in two Steiner Schools in Melbourne, nurturing the emotional, social, mental and spiritual well-being of everyone

who is a part of the school community – students, staff and parents, through conversations, group activities, mediation, restorative conversations, resilience lessons, social technologies, bereavement support, mentoring and taking community service initiatives and 'being there'.

Workshop: "Is religious education essential in a Steiner School?". Would this support schools to better understand and overcome cultural and religious polarisation in the world? What were Steiner's recommendations about religious education? In looking at these questions, schools will have a broader perspective on their schools' curriculum, on current social and cultural issues, and collegial and personal opinions on the topic of religion and religious education into the future.

This workshop will look at the relationship between teaching methodology and the health of body and soul of the developing child, through understanding the different layers of the Steiner curriculum which recognises optimal moments in child development for learning experiences.

How does the Steiner curriculum and methodology work to build future capacities in young people who are able to work with initiative and creativity for positive future world directions. We will look at innovative ideas for classroom activities and experiences working out of imagination and inspiration to engage the children in living thinking

Through a collegial approach of sharing ideas, both theoretical and practical, teachers will build capacity for new insights, inspirations and activities in relation to core concepts.

Recommended Reading

"Post God Nation" – Roy Williams, ABC Books 2015

"Towards Religious Education" – UK Waldorf Schools Fellowship 1999 (translation from the German).

Extracts of Rudolf Steiner's recommendations for religious education in the first Waldorf School; and commentary from the first religious education.

*"RAVE" -- **Becoming Fully Human – The Five Strands Approach to Religious & Values Education**

<http://www.dialogueaustralasia.org/5-strands-approach/>

Workshop 2.6



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Gregorio Noakes – *Bringing the essence of mathematics to the young child.*

Target Audience: Class 1-3 teachers, anyone who loves maths, or those returning to class 1.



Gregorio has been involved in Steiner Education since the early Eighties and has guided 4 classes through the primary journey. He has taught at Lorien Novalis, Cape Byron and Samford Valley as a class teacher and more recently has been based in Melbourne, at Sophia Mundi School, while mentoring and working in Teacher Development in Victoria. He is currently based, once again, in the Byron Shire and is an Education Consultant. He supports teachers by giving workshops, mentoring and appraising staff in schools across Australia. Over the last decade Gregorio has researched and presented his ongoing learning, in Steiner Schools, on the subject of mathematics; which he is passionate about!

Workshop: This workshop will inspire and create an impulse for teachers in their first years of class teaching that will set a basis for awareness and application of the inner and practical aspect of mathematics in the classroom. Together we will renew the mathematical impulse for experienced teachers and present current research that enhances and enriches our anthroposophical approach. Some of these methods have come out of the Freudenthal Institute in Holland and also the Socio-constructivism (in Maths) developing in many primary schools around the globe.

In this workshop we will explore number sense and mental calculation; algebraic thinking; times tables/multiplicative thinking; arrays/empty number line; maths literacy; problem solving/the talking classroom; open ended questions/good questions; no error culture.

This workshop will be registered as Registered PD from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW. More information will follow



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Workshop 2.7

Corey Flynn – *How the digital technology curriculum fits into your lesson*

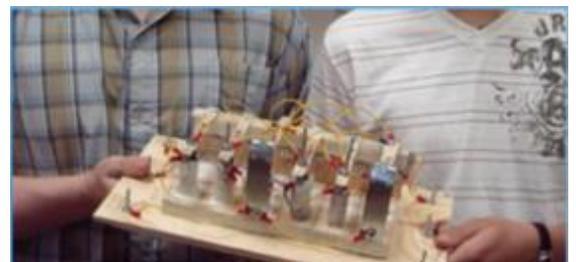
Target Audience: All teachers



Corey has been working within the area of digital technology education for 21 years in schools and other settings. She started teaching ICT after completing her Bachelor of Education in 1993 in Tasmania where she was also involved in computer based Adult Education. She left Tasmania and became involved in development of educational multimedia and RTO training packages, before returning to teaching once her children started school. Corey joined the staff at Little Yarra Steiner School in 2014 and has been developing both the IT and PE programs there in line with the new curricula. Recently she resigned from PE and is focussing on further developing Digital Technology. Corey met Stuart Rushton whilst he was developing the Technology Curriculum for SEA, and they are now working together on bringing the Digital Technology Curriculum to teachers in a way that is accessible. Technology has played a large part in her life through teaching and her work in public and private sectors.

Workshop: These workshops will provide an understanding of how the evolution of technology fits hand-in-hand with the Epochs Steiner indicated we teach through. We will look at what Steiner said about the Epochs and child development, and then experience the freedom of will yielded by the tools humankind has developed. Many of these tools may already be in your program: being aware of the technological advance it represents and the impact it had on our evolution will allow the students to more fully live into the experience of freedom at the time most valuable to their development.

These workshops aim to give teachers an understanding of the influence technology has always had on society and the effects of its adoption throughout previous epochs. This understanding will allow teachers to develop their own relationship to technology that will flow into all their lessons (not just those that actually use tools of technology).





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Workshop 2.8

Waiata Telfer – *How to look, listen and learn. Indigenous perspectives*

Target Audience: All teachers and conference participants



Waiata is a Narranga- Kurna woman from the Adelaide Plains/Yorke Peninsula area of South East South Australia with Burmese, British, French, Indian ancestry. I am a bi-cultural person as I walk within two worlds between satellites and sand, between wi fi and spirit, both Indigenous and Western cultural knowledge systems. I ask these questions and invite you to come walk with me, to see the world from an Indigenous perspective to be brave and face the change that is needed in this country to walk together.

Workshop: This is a series of Indigenous perspective workshops for teachers, school leaders and staff members. As an Indigenous cultural educator, Waiata will share some of my cultural knowledge through story, dance, song and guide you through Indigenous ways of learning that cultivates connection, respect & spiritual belonging. How to look, listen and learn from an Indigenous viewpoint in 3 separate workshops.



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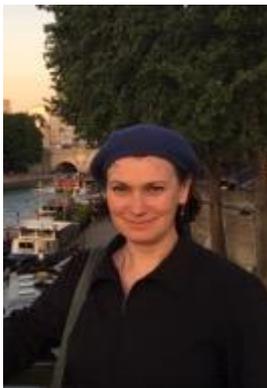
Workshop 2.9

Yasushi Hayashi, Evelyn Mischer, Teresa Martin – *Language lessons as living experiences.*
Target Audience: All teachers and language teachers



Yasushi Hayashi was born in Tokyo, Japan. He studied Steiner Education and speech and drama at Emerson College in England. He then worked for 25 years in Steiner schools as a class teacher and a Japanese teacher in Scotland, Brisbane, Canberra and Melbourne. He is passionate about the role languages play in education and believes that Steiner's insight into speech and teaching can enliven our students' language learning experiences.

Evelyn Mischer, originally from Vienna, Austria, has been teaching German at Perth Waldorf School for 13 years, currently teaching classes 1-7. Evelyn has had a passion for languages and cultures since a young age and studied Latin, French, English and Italian in school. She completed a master in translation and interpreting in French and Portuguese in Vienna and a DipEd in Languages other than English in Australia. Evelyn has been studying Steiner Education through readings, workshops and conferences in Australia and overseas.



Teresa Martin has been teaching French at Sophia Mundi Steiner School in Melbourne for 15 years. She has taught predominantly in Primary School but also in years 11 and 12 in the International Baccalaureate Diploma. She attended Melbourne Rudolf Steiner School as a student, where she learned French and German and had also a taste of Greek and Latin. She did a French Exchange in year 11 and then lived in France for 3 years in her 20's. On returning she studied French and Russian at University. Joy in languages and cultural appreciation are at the heart of her teaching.

Workshop: Languages form the way we think. The language we grow up in influences our whole being. The aim of languages education in Steiner schools is (1) to rebalance the one-sided tendency developed through the mother tongue and to offer another perspective towards our own language and culture, (2) to develop skills and attitude that help the students to become world citizens, creating a bridge towards the 'other' by encouraging openness and curiosity, and (3) to assist the students' soul development, especially with the cultivation of imagination, openness and empathy, and the higher senses of language, thought and ego.

The first two are achieved through the acquisition and proficiency in other languages. The third is achieved through the way these are taught. Students need to receive 'living experiences' of the



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foreign language, not purely head-oriented intellectual experiences, and the activities should promote the cultivation of their thinking, feeling and will appropriately for their developmental stages.

In this workshop we will explore the following areas of work, which are major components of Steiner inspired language teaching:

- Aural-oral work including games and telling stories
- Introduction to reading and writing
- Vocabulary work
- Grammatical observations and discovery of rules and patterns (middle primary and above)



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Workshop 2.10

Bruce Anthony – “Listen! Move Gently, on Beautiful Mother Earth.” *Bush Kindy and indigenous perspectives*
Target Audience: Early childhood teachers



Bruce has been an early childhood educator for over thirty years. He has worked in Steiner, government, remote indigenous, and independent/community based schools over the course of his teaching career. He is also a musician and assists in the running of camps at Nowanup, a local Noongar 'Bush University' in the Great Southern region of Western Australia. He is currently the Bush Kindy teacher and music specialist at Golden Hill Steiner School, and has been involved with Golden Hill for over twenty years as a teacher, parent and board member

Workshop: Golden Hill Steiner School is situated on Bibbulmen/Menang Noongar Boodja (Country) on the south coast of Western Australia, and is blessed with a beautiful jarrah/karri forest with a creek running through it on site behind our two Kindergartens. Our Bush Kindy program explores the 'cultural interface' between Steiner early childhood pedagogy (Steiner Kindergarten Curriculum Framework), indigenous frameworks of learning (local Noongar community, Yungaporta) and the general ethos of Bush Schools and nature-based learning (Buchan). This program has been designed to instil in the children a deeper sense of Place, based in this profoundly living environment, while embracing Noongar (indigenous) learning perspectives.

We will look at a Steiner Bush Kindy program's journey through the six Noongar (indigenous) seasons over the course of the school year, through story, song and presentations. Topics explored include developing a deeper sense of place in early childhood settings, trust and safety in natural environments, being present to nature's revelations.

This workshop looks at beginning to explore what relationally responsive engagement with your local indigenous community means. Topics include respecting protocol, local indigenous perspectives and understanding your local content.

Together we will create songs and stories in response to nature, working with materials that nature offers, young children, braving and enjoying the elements. Participants should wear appropriate protective clothing.



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Workshop Series Three – Monday 3, Tuesday 4, Wednesday 5 July, 2017
3.30pm – 5.00pm

Workshop 3.1

Peter 'Muraay Djeripi' Mulcahy – *Dreaming: the process of becoming*
Target Audience: All conference participants.



Peter "Muraay Djeripi" Mulcahy is a Gamilaroi man. He is a husband, father, professional cultural teacher and has been a fine artist for 25 years. Peter would like to share with you a series of workshops, looking at the application and layered relevance of the forever Dreaming. What is it, its relationship to us, its power to bring about internal and external awareness and its transformative ability to alter how we feel, think and act?

Workshop: Through the tools of storytelling, role-play re-enactment, art creation and finally Deep Spirit yarning, Peter will show layered levels of compound learning during 3 workshops of discussion and activities. Fun, thought provoking and Spirit inspired.

Ways of being, knowing and seeing, in a truly Australian way.

Due to layered learning of all Aboriginal teaching, our work here will be applicable from new born to centenarians. "Knowing what we know, until we know better"



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Workshop 3.2

Ron Caisley – *Tools for painting word pictures on the air*

Target Audience: All teachers, and those interested in creative speech



Ron has been involved in anthroposophy, Steiner Education, and speech and drama work since 1979, when he began a 16-year period working with speech teacher, Marj. Waugh. During this time he co-founded two Steiner Schools, becoming Principal and Chair of the Board of both and was a Class Teacher for 35 years. Ron is currently Principal of Aetaomah School, near Mt Warning, NSW.

Performing in many anthroposophically-based plays as well as writing and producing plays for children and adults has been profoundly fulfilling and enlightening.

In recent times Ron has been conducting speech workshops for teachers and other interested adults.

Workshop: The main tool a teacher normally uses is the voice. To be able to imaginatively tell a story, lead the children in poetry, even to bring order to a class at times, we need to master our voice skills: control of individual sounds (more than just articulation), volume light and shade, variety of pitch, pauses, rhythm, in breath, projection, sound consciousness, to name a few. To become an artist with the voice, we need to develop it and play it like a musical instrument.

Using poetry and prose for both adults and children, along with a few targeted speech exercises we will give attendees the basis for speech development that they can work on further:

- Practising with alliteration and assonance we can penetrate the “personalities” of the sounds to consciously heighten the effects of a text.
- Working on poems and prose of different moods can strengthen the tonal qualities of the voice.
- Exploring pauses, interpreting texts through the sounds and rhythms, humour and tragedy, Inbreath and sound dispersal.

For Kindergarten (Prep) and the early primary years, children’s speech (and associated healthy breathing) can be helped through their natural imitation. But the teacher needs the skills. Beyond this stage, the children can be guided imaginatively by the teacher, with the help of speech exercises and other activities.

The health of the body organs from the diaphragm to the lips is developed through different aspects of our speech.

This work will involve some fun, some hard work, a striving for artistry and awareness of The Word.

As children develop their speech and drama faculties they gain a confidence and a joy in speaking out.



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Workshop 3.3

Shelley Davidow – *Creative Writing for everyone: finding your voice.*

'Everything, everything is story' Lakota Elder

Target Audience: All teachers



Dr Shelley Davidow is a former Waldorf/Steiner graduate and the award-winning international author of 44 books. She is a lecturer in curriculum and pedagogy at the University of the Sunshine Coast in Queensland and is the coordinator of the Graduate Certificate in Steiner Education. Recent book titles include *Shadow Sisters*, (UQP, 2018), *Fail Brilliantly* (Familius, 2017) *Playing with Words* (Macmillan Palgrave, UK, 2016) *Whisperings in the Blood*, (UQP, 2016) and *Raising Stress-Proof Kids*.

Drawing on her 20 years of experience as a Waldorf/Steiner teacher, a facilitator of restorative practice and as an author and academic, Shelley runs workshops nationally and internationally on creative writing, sustainable teaching, creativity, social justice in schools, and mitigating the effects of stress on teachers, students and parents.

Workshop: This is a series of 3 hands-on practical creative writing workshops for teachers, school leaders and staff members. Creative Writing is an art perhaps under-used in education for its sheer creative, dynamic and transformative potential. While every craft-based exercise and the pedagogy informing it over the three-day series of workshops is transferable and adaptable to the classroom, the workshops are designed to empower you to find your own voice, (and to then be empowered to help others find theirs). As writing is both an art and a craft, there will be time to play, opportunities to make a mess, to fail, to explore and expand as you transform lived experience and imagination into art.



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Workshop 3.4

Sarah Lees-Barton – *Saving the world one garden at a time*

Target Audience: Kitchen garden teachers, early childhood and primary teachers



Sarah has been running kitchen garden programs in Steiner schools for the past 9 years having set up 2 programs (including a Stephanie Alexander Kitchen Garden Program). With a nutrition degree behind her and a background in farming, permaculture and biodynamics, eco lifestyles and beekeeping she is passionate about educating the next generation to love being in a garden, respect nature and take the journey from seed to plate learning skills that will serve them for life. She has a love for creating beauty in gardens and

strives for not only abundance of produce but health of any garden and property she has the pleasure of working in.

Workshop: A healthy inner life requires a satisfying relationship with the natural world and what better way to meet that need than with a specialist gardening program within the school curriculum. As experiential learning is central to Steiner education it is the garden and the kitchen that a rich sensory experience can occur. One that is full of wonder, of beauty, hard work and discovery, of teamwork and observation, of discussion and practical hands on skill development. Gardening connects children to the present moment, the rhythm of nature and the seasons of things that are real and natural. In this modern age, this is needed more than ever. Children need to feel the warmth and life that a garden breathes, gain an appreciation for wild spaces and edible foods, for the microbes beneath our feet. This workshop will focus on the hands-on approach to developing a kitchen garden program and will cover building garden beds that will build fertile soil through garden building and worms, biodynamics in its simplest form that can be transferred to children of any age, harvesting and creating a meal that a student has grown from seed to plate cycle.

Workshops will cover:

- The indications of Steiner on gardens in schools, linking a garden and kitchen program to school curriculum, the seasons, and how biodynamics is still the saviour of fertility and life.
- Building soil fertility and how to build garden beds on any soil, anywhere and how to incorporate worms into the gardens and gardening programs.
- Creating recipes and menu planning that children can follow and how to create a kitchen feast.





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Workshop 3.5

Sophia Montefiore – *Projective Geometry – bud and vortex forms – inner and outer spaces*
Target Audience: High school maths teachers, all teachers and anyone interested in geometry.



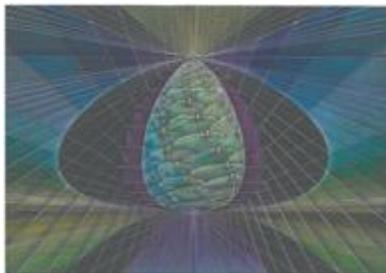
Sophia Montefiore BA; BA(VA); Dip. Ed.; Dip. Steiner Ed.; Grad. Cert. in Professional Development (Steiner Perspectives).

Sophia Montefiore has been a Waldorf teacher for more than 20 years. Sophia is currently the Senior HSC Coordinator at the Newcastle Waldorf School. She teaches a range of High School subjects including English, History, Mathematics, Projective Geometry, Art and Philosophy and enjoys all of these. Sophia is an exhibiting artist and published illustrator.

Sophia's experience with Projective Geometry is highly inspired by the teachings of John Blackwood, who ran an intensive set of workshops at the Newcastle Waldorf in May 2014.

She teaches Projective Geometry to senior students as part of the Newcastle Waldorf School's Philosophy Course. She has also conducted Projective Geometry workshops for the IRA teacher training course in Chennai, India (Dec 2016), the SEA 2017 National Teachers' Conference (July 2017); and at the 2016 & 2018 Sydney Regional Steiner Schools Teachers' Conferences at Glenaeon and Lorient Novalis, she will also be conducting workshops at SAOG Studios (SacredArtofGeometry) Emerson College, UK in 2019.

Workshop: Projective Geometry for Senior High School students grows out of 'form drawing' in the primary years to involve high level thinking that is balanced by the creation of rigorous Projective Geometry constructions (willing) and artistic relationships to the world around us (feeling). According to Olive Whicher Projective Geometry has a "clarifying effect on thought as a whole."



Students are encouraged not only to think about the concepts and their transmutations over the course of human history but also to gain an imaginative experience of them through the practice of Projective Geometry.

In these three workshops, we will focus on creating beautiful constructions of the Growth Measure, leading into the Bud and the Vortex forms.

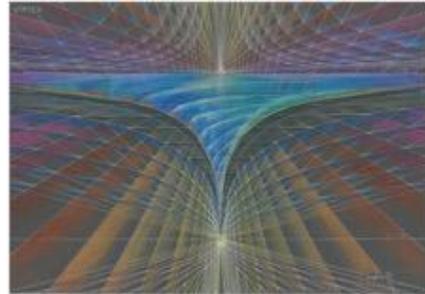
We will explore how these two forms complement each other in Nature and in Art and discuss ways to help students discover the stories within the constructions - moving through their transformative rhythms, points of concentration and directed forces. Teachers will be able to share their understanding of the role of Projective Geometry in the Waldorf Curriculum through ongoing discussion.



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Sophia will also share a variety of ways to bring these to students within different lesson structures and share the Projective Geometry resources that she has collated for her own students over a number of years as well as samples of student work.



This workshop will be registered as Registered PD from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW . More information will follow.



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Workshop 3.6

Katrina Ross – *Pentatonic music in the early childhood setting; a pedagogical overview and practical applications*

Target Audience: Early childhood teachers



Katrina has been involved in Steiner Early Childhood education for the past 20 years. She has degrees in Social Work and Education. For the past 15 years she has worked at Rainbow Ridge Steiner School at Lillian Rock in Northern NSW. During this time she has been employed as the schools Kindergarten teacher and music teacher. She is currently the schools early childhood coordinator and teaches a mixed age group of 4 to 6 year olds. She has experience running vocal groups and composes music for voice. She has extended her passion for music into the Kindergarten where she writes morning circles, finger rhymes and seasonal songs for the children. She has published several books of stories, morning circles and songs. Her most recent book is of pentatonic songs and she is working on a book of songs in the mood of the fifth.

Workshop: What does it mean when Rudolf Steiner refers to the child before seven as being in a state of dream consciousness? How do we support their process of incarnation without prematurely waking them up? Looking at the Steiner curriculum as mirroring the path of human evolution, how does the introduction to music in Kindergarten and the primary school mirror this? This workshop will provide an introduction to the interval of the 5th.

We will deepen our understanding of pentatonic music and music in the mood of the 5th. What is the difference? Participants will be writing their own seasonal songs using the pentatonic lyre.

Together we will learn and sing seasonal songs, and develop resources to take back to your classrooms.



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Workshop 3.7

Julie Lovett – *Colour as a balancing and healing force in our technological and materialistic age.*
Target Audience: All Teachers



Julie Lovett worked for many years as a Steiner Teacher at all age levels, as an Educational Manager, and as a Teacher Trainer, Lecturer, Academic Coordinator and Director of both Raphael College and Rudolf Steiner College in Sydney. She also trained and worked for many years as an anthroposophical art/painting therapist.

Since stepping out of working directly in schools five years ago her passion has been to focus on colour and painting therapy.

Workshop: When we take the time to observe and experience the world of colour we step upon a bridge between the spiritual and the physical world. Our senses are heightened and more of the hidden secrets of the world are revealed to us as we develop new faculties of seeing. A feeling of being nurtured and balanced can be experienced in the soul.

Through colour experiences in nature, colour experiments and watercolour painting we will begin this sensitizing journey.

Through presentation and discussion we will explore how colour can be brought to children of all ages and how this can support their health, growth and development.



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Workshop 3.8

Jan Baker Finch – *Humor and pathos in living stories. Working polarities in movement*

Target Audience: All teachers, Eurythmy teachers, anyone interested in Eurythmy



After completing a languages degree, New Zealand born Jan Baker-Finch studied Eurythmy in Stuttgart and has been performing and teaching ever since, and in more than a dozen countries. Since 1991 she has lived in Brisbane, working as eurythmy teacher at the Samford Valley Steiner School and beyond. Over the years Jan has initiated a variety of performance projects with children and young people. As a performer she collaborates with an eclectic Brisbane artist collective. Since 2011 Jan has been General Secretary of the Anthroposophical Society in Australia, sharing the role until December 2013 with Peter Glasby.

Jan's qualifications include a Master of Arts in French and German. (Canterbury University, NZ); Diploma of Eurythmy (Eurythmeum Stuttgart, Germany); Diploma of Performance Eurythmy ("); Graduate Diploma in Higher Education (Griffith University, Qld Conservatorium)

Workshop: One of the many pedagogical insights given by Rudolf Steiner is the conscious use of polarities in our teaching as a means to bring about healthy balance in the inner life of the child. To range from laughter to sadness on a daily basis. Our bearing and movement directly reflect our inner state, even more strongly in children than adults. How can we work with this reality in a creative way? Over three days we will work with several different texts using gesture and movement to express these polarities of humour and pathos, and create together simple stories in action that can be worked on in the classroom.



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Workshop 3.9

Nicole Ostini - *Kinesthetic learning in the high school*

Target Audience: High School Teachers



Nicole Ostini has worked within the educational sector for the past 18 years in a variety of contexts including professional development, vocational, corporate and drug rehabilitation. After finishing the orientation year at Parsifal College, Nicole completed the four-year training at "The School of the Living Word" with Dawn Langman, studying Rudolf Steiner Speech Formation and Michael Chekhov acting technique. She later studied a Cert IV in Adult Education and a Bachelor of Education.

She also took her skill set into the corporate world, training CEOs, Managers and team leaders at KPMG and MLC in presentation skills. Nicole has significant experience working in the Indigenous sector including Batchelor Institute in the NT, Goolarri Media in WA and many isolated communities across the Top End.

She currently teaches Speech and Drama at Samford Valley Steiner school and the new Eurythmy training at **Pacifica** in Brisbane. She began **TeacherPlus** to provide quality Steiner-based accredited Professional Development workshops for teachers both inside and outside the Steiner school system.

Workshop:

We all understand the benefits of movement in the Primary School but as we progress into the High School movement becomes designated to a subject area such as sport or drama or other extra-curricular activities. Although we understand the benefits of movement from a physical health perspective and more recently from a mental health perspective, increasingly research also points to the benefits of movement in the 'act' of learning itself. When neurophysiologists like Carla Hannaford say "movement anchors thought" what does this mean for our balance of thinking, willing and feeling in our classrooms?

Through the three workshops we will explore the latest research, strategies and activities that use movement to enhance learning and memory in the High School context. Teachers will explore where the research and the Steiner curriculum meet in regard to kinesthetic learning. Once designated as a learning style, kinesthetic learning is finally being recognised as integral to all student learning. From the wealth of brain research to the general wellbeing of our students, the 'moving' classroom has much to offer to our sedentary and fixed teaching methods in the high school classroom.

Kinesthetic Learning in the High School will contribute 4.5 hours and of NESA Registered PD addressing 1.1.2, 2.1.2, 2.5.2, 3.3.2, 6.2.2, from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



Steiner Education Australia
2018 National Teachers' Conference
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Cape Byron Rudolf Steiner School, Byron Bay

Renewal for the 21st Century

Workshop 3.10

Ted Muller, Blossum Rubsamen, Stuart Baker – *The living spirit: experiencing the forces of space through physical bodily movement. An introduction to Bothmer Gymnastics*



Ted Muller is the class six teacher at Samford Valley Steiner School and teaches Bothmer Gymnastics to classes 3-12. He has over twenty years of teaching experience working across a range of educational settings and contexts throughout Queensland schools and abroad.

Highlights of his career include working for three years in a remote indigenous community facilitating arts projects, and collaborating with an international team of teachers to deliver an Oceanography main lesson intensive in the Andaman Islands, where he delivered the Art and Movement components of the course for three consecutive years.

Ted has worked in Waldorf Education for ten years, and considers that the opportunity to work with the children of today, while deepening his

understanding of the human being through anthroposophical research a wonderful privilege. Ted has taught art history, architecture, maths and science main lessons, including Botany and Projective Geometry with class 11 (his favourites!).

Ted has been training and studying Bothmer Gymnastics for seven years and feels that the gymnastic exercises Fritz von Bothmer developed out of Steiner's indications are an essential pedagogical tool in meeting the challenges for children arising out of today's highly materialistic world view. He considers Eurythmy and Gymnastics as a pair of foundation stones for any Waldorf school seeking to engender social renewal in the 21st Century.

Workshop:

"Man stands, in the balance of his forces, between gravity, which would draw him downward, and the sphere he bears above his shoulders; he stands upright in the vertical, reaching out and spanned into breadth and width in the horizontal."

Fritz von Bothmer

In these workshops we will explore the fundamental principles of the School of Movement that is collectively known as Bothmer Gymnastics in Waldorf schools throughout the world.

Participants will develop an understanding of the ethereal and peripheral forces at play in the world of space, and how young children live in the great widths of the world that mould and shape the human being toward their centre. Elements of projective geometry and spiritual science, as well as a practical experience of the round-a-lays will open the minds and hearts of the participants to the foundational work of this 10-year program. The exercises developed by Fritz von Bothmer can lead the human being to a new conception of space that bears its results from a deepened anthroposophical impulse.

We will consider the onset of puberty, a time of metamorphoses when the freedom in space that the younger child feels and instinctively knows begins to be overtaken and weighed down by the forces of gravity. Today we call the 11 and 12-year-old children preteens, we could consider this a negative perception that hastens the child's development, taking away the child's opportunity to live freely in these final years of childhood. The child's instinctive confidence in the cosmic/ethereal planes can be maintained through an activity of the will. Participants will experience and observe the exercises developed by Bothmer and will relate this to a deepened understanding of how the child experiences themselves at this vital point of transformation.



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“The Fall into Space” Is an exercise first introduced to children in class 8, the year of transition into adolescence, and then subsequently practiced for many years afterward. Bothmer also called this exercise “Fall into the Inclined Plane” and it could be considered as the turning point in the whole gymnastic pedagogy.

“The essence of this school is to use the play of forces at work in human movement in such a way as to evoke the ideal picture of greater Man living in infinite space, according to which the finite and limited human body will adapt itself and grow.”

Fritz von Bothmer