Workshop Series One – Tuesday 4 and Wednesday 5 July, 2017
11.15am – 12.30pm

Workshop 1.1

Anne Evans - Authentic approaches to contemporary issues in Steiner education: balancing the three-fold nature of the child

Target Audience: Class teachers (K-7), assistant teachers, and learning support/specialist teachers

Anne Evans is a Teacher, Education Consultant, Writer and Researcher. [www.annecevans.com](http://www.annecevans.com)

Anne discovered Anthroposophy in her teenage years, while making sense of her own spiritual journey. A journey later, enriched, with her three children attending Lorien Novalis School for Rudolf Steiner Education, Anne enrolled in the Lorien Novalis College of Teacher Education, where over a three year period, she was immersed in the culture of a K-12 Steiner school, committed to the artistic impulse in teaching.

In the 1990s, at Lorien Novalis, Anne took her first class through from 1-7.

Anne wrote a Curriculum inspired by Steiner principles, based on her own experience and understanding. Later approved by the Board of Studies, school registration soon followed. Anne served for five years as founding teacher/principal of Kaivalya School of Human Values, in northern NSW. Having taught continually for fifteen years, Anne then decided to take a break.

The 2000s saw her diversify her skills and professional development to include a Bachelor of Education, studies in human movement, anatomy & physiology and rehabilitation, qualifying as a professional Pilates practitioner and rehabilitation specialist. As a Pilates studio director and teacher trainer, Anne wrote and delivered her own registered training courses, providing Pilates teacher certification from 2006. A Masters by Research followed, ‘The Integration of Structure and Balanced Function,’ further qualifying her approach to healing and balancing the human organism. Recent school teaching includes taking a Class One in 2013 at TGPS Steiner Stream in Adelaide, S.A. and relief teaching in Sydney, where she and her husband continue to run a successful Pilates studio.

Workshop: The wonder of Steiner Education can be observed in many ways, but perhaps no more so than in the essential restoration of childhood. Today, in the fast-paced living of high-speed internet, electronic devices, ‘screen time’ and accelerated learning, the very nature of the child is at risk. This raises serious questions and concerns for the health and well-being of all children. The well-being and moral fibre of the class soul in contemporary Steiner schools is also at risk, as it grapples with the fracturing effects of materialism; the class teacher striving, on a daily basis, to harmonise the opposing forces of the age.

This workshop is a celebration of human spirit, of the creative impulse in Steiner Education that seeks to nurture, inspire and balance the whole human being. We will celebrate the class teacher’s intrinsic courage for truth, feeling of responsibility for gaining and sharing insight/truth; the ability to determine the varying degrees of each child’s idiosyncratic development, within the universality of the first two life periods.

We will rediscover (through practical application and humour) why it is that we teach the way we do, and why the enlivening of imagination through the artistic, in practical and spontaneous teaching and learning experiences is so essential.
Workshop 1.2

Michaël Merle - Extending the Foundational Course for High School Teachers - The Foundations of Human Experience was the first part of a two part course. This workshop explores the essentials in “Part 2”.

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 taught 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.

Michaël is a member of the International Forum of Waldorf/Steiner Schools (formerly The Hague Circle). Michaël is one of two high school trainers in South Africa and at schools in Johannesburg, Cape Town and Windhoek (Namibia), and since July 2016 in Nairobi, Kenya.

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

Workshop: In June 1921 Rudolf Steiner extended his foundational course for Waldorf teachers with a series of eight lectures. These form an essential development of The Foundations of Human Experience and as such form a ‘Part 2” to the basic training course for Waldorf teachers. In these lectures Steiner shares many very important key ideas and approaches required for the teaching of the adolescent.

It is essential for high school teachers to know and work with the insights and ideas that Rudolf Steiner shared in his June 1921 course. I see this as essentially a continuation of the Foundations of Human Experience. This is born out by the fact that the course was originally referred to as The Supplementary Course.

Michaël strongly believes in connecting with teachers in the high school in terms of the fundamental pedagogical insights contained in this lecture series.

In this workshop series, participants will explore the key ideas and the important insights in the teaching of adolescents.

Recommended Readings:
Chapters 1 to 4 of Education For Adolescents GA302, 12-15 June 1921.
Workshop 1.3

Shelley Davidow - The Transformative Classroom: teaching for the 21st Century – new approaches integrating subjects

Target Audience: High school teachers – all subjects

Dr Shelley Davidow is a former Waldorf graduate and an award-winning international author of 40 books. Her titles include the internationally acclaimed *Raising Stress-Proof Kids* (Exisle Publishing, Australia, 2014, Familius Books USA 2015, published simultaneously in Poland and Vietnam, 2015). She is an educator, presenter and researcher with a Master’s degree in Steiner education, (MEd) and a Doctorate in Creative Arts. (DCA). Her memoir, *Whisperings in the Blood*, was published by the University of Queensland Press in 2016, and a university textbook *Playing with Words - an Introduction to Creative Writing Craft* has been published by Palgrave/Macmillan, UK, 2016.

Drawing on her 20 years of experience as a Waldorf/Steiner teacher and parent, as a facilitator of restorative practice and as an author and researcher, Shelley looks at practical and inspiring tools that support teachers to meet the challenges in contemporary Steiner Education settings. She currently teaches in the Graduate Certificate in Steiner Education and the Masters of Professional Practice in Creative Writing at the University of the Sunshine Coast, QLD. She runs workshops nationally and internationally on creative writing and on mitigating the effects of stress on teachers, students and parents.

**Workshop**: Based on key ideas in ‘Foundations of Human Experience’ chapter 9, this workshop will focus on concepts capable of growth (flexible rather than fixed concepts) and Steiner’s view of the three developmental phases of our students; imitation to imagination to truth and the future, and ask the question, how do we best facilitate learning?

This series of two workshops provides hands-on engagement and creative construction of classes that dissolve traditional boundaries between subjects and create true differentiated learning opportunities through a project-based approach. Inclusive learning and addressing ACARA’s 21st century competencies are part of the process. Over the course of two days, the workshops themselves embody the practice, so teachers across grades and subject areas will have the opportunity to workshop and present integrated learning opportunities for their grades or subjects for immediate implementation in the classroom. Embedding Indigenous perspectives, working across the curriculum, allowing English to become part of History, or Maths to be integrated with Science or Geography, dissolving artificial boundaries whilst still meeting assessment and outcomes requirements are examples of some of the ideas we will explore.
Workshop 1.4

Rod Tomlinson - Feeling for responsibility – Principals and Republican Ideals in Steiner Education: “We must reckon with change in everything.” Rudolf Steiner

Target Audience: For any teachers concerned with our drift toward corporatised constitutions and hierarchical structures.

Rod has been involved in Steiner education in Australia for thirty years as a parent, Primary and Secondary school teacher, in management and governance roles, participating in constitutional development and change in a number of schools and is increasingly concerned about the drift away from our Republican ideals with the accompanying mantra that, ‘there is no alternative’. A disquieting culture of silence seems to be descending around this issue but the culture Steiner sought to initiate in the first Steiner School was that we, “…suppress nothing. If you do not agree with something, please admit that… We need to honestly speak our minds… I would like to emphasize that we may not take such matters lightly.” Rod has spent the last ten years researching Steiner’s original lectures and associated documents on the arrangements in the original school in an effort to better understand these ideals to be in a position to avail ourselves of Steiner’s suggestion that, “If we have an ideal before us, at least under some circumstances, we can work in that direction.” Rod is currently the College Chair at Tarremah Steiner School in Tasmania.

Workshop: We will be taking our start from Steiner’s ‘Opening Address’; “We must reckon with change in everything,” and then moving on to the Faculty meeting transcripts; “A few months ago a person who wants to found something similar to the Waldorf School, came and asked me if I could give her some advice… I told her I could only recognize the school she wants to found and regard it as a ‘Waldorf’ school, if the arrangements for founding it were made in exactly the same way as for the school here… You will have to realise that we shall not get any further unless we keep firmly to what is truly anthroposophical and keep away from compromises of any kind. You have to have the strength to penetrate to the heart of the matter, and to have no truck with compromises. It is inevitable that all kinds of people from outside will want to have their say as far as our school affairs are concerned. We must only see to it that we do not yield any of our essential conceptions.”

How are we to navigate the necessity for change without yielding any of our essential conceptions? This workshop is intended to initiate discussions with teachers concerned about our drift in the Steiner School movement in recent years toward corporatised constitutions and hierarchical structures.

Recommended Readings: Free Schools and Free Spirits an essay by Rod Tomlinson (please email sea@steinereducation.edu.au for a copy of this essay)
Workshop 1.5

Megan Sullivan – *Supporting youth in a complex world*
Target Audience: Primary and High School teachers

Megan Sullivan has been involved in Steiner education for over 20 years as parent, primary and high school teacher, beginning her career on the mid-north coast of NSW at Chrysalis and Casuarina Steiner Schools.

Megan now lives in the USA and teaches Social-Emotional Learning, Sex Education and Health at Sacramento Waldorf School, Sacramento CA.

Megan is passionate about helping youth develop healthy sexuality and supporting the adults in their lives to engage in conversations around the complexities of sexuality.

**Workshop:** This workshop will analyze the world our young people are waking up to. We will explore media messages, popular culture themes, social media, and internet use. From this vantage point we will look for ways to support youth as they make sense of everything that is coming towards them from the outside world.
Workshop 1.6

Rosemary Michalowski – *Literacy development in the primary years*
Target Audience: Class teachers and learning support teachers

Rosemary Michalowski began studying primary education in 1983 at Sydney University and completed the Certificate in Rudolf Steiner Education at Glenaeon in 1987. Following two years working as a Kindergarten teacher, Rosemary moved to Germany where she studied German at Heidelberg University. She studied Steiner education and eurythmy for five years at the *Institut für Waldorfpädagogik* in Witten-Annen and then curative eurythmy at the *Heileurythmie Ausbildung* in Stuttgart. Throughout her studies, Rosemary trained and worked as a nurse’s aid at the Anthroposophical hospital in Herdecke. Rosemary taught Eurythmy, Drama and English at the Muellheimer Waldorf Schule for eight years.

On returning to Australia in 2004, Rosemary taught at the Lorien Novalis Steiner School in Sydney for four years. She furthered her studies at the *Notre Dame University* in Sydney and was awarded the University Ethics Prize in 2008.

From 2009-2012, Rosemary worked in Catholic schools, specialising in Gifted and Talented education. Since 2012, Rosemary has been the Principal at Central Coast Rudolf Steiner School. She is a member of the AIS Education Research Council.

Workshop:

‘...We as teachers must be interested in everything that is going on in the world and in all that concerns mankind. All that is happening in the outside world and in the life of men must arouse interest.’
*(Steiner: Practical Advice to Teachers)*

Steiner’s indications - given almost one hundred years ago - were intended as a springboard, or an initial impulse for further development. Steiner was well versed in the academic discourse of his time and one can only presume that he was setting a very good example for informed examination and critical appraisal. These workshops will offer a critical appraisal of literacy practices in Steiner education in the light of contemporary research. The following questions will be explored:

Why is literacy so vital? What are the essential building blocks of a rich and effective literacy program in the early years? How does the Steiner approach to early literacy serve the needs of the child? Are there areas where Steiner educators fail children in teaching them to read and write? If so, do we know why? Why is there a lack of clarity? How do we best assist children and when is the right time to do so? How do we navigate the assessment landscape responsibly? Is there an approach that can be understood as ‘best practice’ and if so, then why are schools working in such different ways? Why are these questions so fraught in the Steiner context and can we do better?

These workshops will explore these questions and provide practical suggestions to address the issues raised.
Workshop 1.7

Virginia Moller - The role of leadership in 'building the foundations': What are the enabling and constraining conditions?
Target Audience: Principals and teachers in leadership positions

Virginia Moller has been an educator for over 35 years. She began teaching at Kamaroi Rudolf Steiner School in 1995 and took on the role of Principal in 2007. Virginia has been actively involved in Steiner Education Australia. She was an executive member from 2005 to 2008 and took on the role of project manager of the writing of the Australian Steiner Curriculum Framework from 2009 to 2011. She completed a Masters in Educational Leadership and is currently a doctoral candidate at Sydney University. Her research topic is: Leadership practices of Steiner School Principals and teachers: a reflective practice perspective.

Workshop: Steiner wanted teachers to develop the faculty of 'psychological perception' through child studies that use his guidelines for phenomenological research. Mapping relationship of body, soul and spirit to obtain a real knowledge of human nature is unique to the Steiner context (Haralambous, 2014). This shared and living research is revitalising, but leading practices which facilitate innovation in teaching and critical reflexivity is very hard to enact.

Virginia presents and draws on emerging results from her research to provide provocations which will open up communicative space for dialogue. Themes to discuss include:
- How can anthroposophy serve the delivery of a good form of schooling?
- Knowledge and an evidence base for Steiner education is much contested ground. How do leaders help to shape ways of working in Steiner schools that are 'generative rather than thwarting of new knowledge' (Eacott, 2015),
- How can leaders increase agency in orchestrating alternative conditions that make new practice possible?
Workshop 1.8

The importance of movement in today’s world
Tuesday 4 July, 2017 - Eurythmy
Wednesday 5 July, 2017 - Bothmer Gymnastics

Brian Cusack - The Christ principal In Eurythmy, The ultimate health balm for our modern times
Target Audience: All teachers and conference participants

Brian Cusack was born in Adelaide South Australia in 1960. In 1984 he attended Emerson College's Foundation year in Anthroposophy, followed by training at the London School of Eurythmy, graduating in 1989. He is a founding teacher at the Willunga Waldorf School, currently teaching at the Mt Barker Waldorf School and Trinity Gardens School and has over 27 years experience teaching and performing Eurythmy.

It is a source of great joy and learning to teach Kindergarten to Class 5 in the two above-mentioned schools. This is accompanied by work two days a week at a retirement village. In this way he sees the young burgeoning child at the beginning of life and those approaching life's final conclusion.

In the last 6 years Brian has been instrumental in bringing together the Eurythmy community here in Australia, to present many Eurythmy performances. It is hoped that a national tour in 2018 or 2019 to all states and territories will take place. This will include performances for children as well as adults.

Workshop – Tuesday 4 July, 2017 11.15am – 12.30pm
This workshop will be exploring the role of imagination and how it builds on some of the fundamentals of Education. We will look at some of the deeper aspects of Eurythmy in our time and for the future. Modern children and adults need Eurythmy as a spiritual tool. When humanity is crossing the threshold, drawing closer to the spirit, experiences of the spiritual world will not make sense without the help Eurythmy can bring us. Particularly, if the child isn't educated in a spiritual way that encompasses spiritual processes, dangers for the physical, emotional and mental wellbeing could compromise the destiny of the individual.

Giulius Canteri - Bothmer Gymnastics: Educating the Human Being
Target Audience: Class Teachers and Movement teachers

Originally from Melbourne Giulius Canteri has been working in Steiner Education for over 12 years. He has taught Bothmer Gymnastics to young people from upper Primary through the high school for 7 years and studied under Mr Daniel Freeman. He is enthusiastic about guiding young people towards freedom.

Workshop – Wednesday 5 July, 2017 11.15am – 12.30pm
Bothmer Gymnastics is centrally important in Waldorf Education, because of the physical bodily nature and the esoteric spiritual nature of the movement discipline. Bothmer Gymnastics is intentionally beneficial to the human being, especially as they grow and experience life.

In the Australian contemporary context children need to move and learn through movement, however sedentary activities are more common.
Many children have a lower rate of physical activity though out their development to adulthood, resulting in a lowered sense of touch, balance, movement, and life. The contemporary importance of Physical Education in general is widely recognised. The example and discussion of the Greek Era of Education (Ephesus) by Dr Steiner in Modern Art of Education provides great insight. There is also the esoteric intention and understanding regarding the four cardinal influences, which align with directions from the body (forward, behind, left, right). Bothmer Gymnastics is a rich physical disciple that intentionally develops many aspects of the human being.

**Recommended Readings:**
Steiner, Dr R. 1923. *The Modern Art of Education*. GA 307
("only in German), or
Steiner, R. 1910. *An Outline of Occult Science*. GA 12 (chapters 1, 2 and 3 – physical, etheric and astral descriptions)
Workshop 1.9

Nerrida Johnson – Navigating the Calm and Storm – Understanding and supporting the 9-10 year old child through a time of transition

Target Audience: Teachers K-7

Nerrida has developed her understanding of and love for Anthroposophy through her work as a Class Teacher, teaching three class cycles. She has used her practice based understanding of child development, along with a deepening understanding of the indications given by Rudolf Steiner, to inform her own teaching and to develop a full Steiner curriculum for two schools in NSW.

In 2011, Nerrida took a break from teaching in Steiner Schools and travelled to Papua New Guinea to teach in a small island school and provide professional development for the local teachers. Nerrida taught Class Three children for 2 years and this gave her a unique opportunity to observe the changes occurring in children, who were often living in poverty and with multiple health issues, as they approached the ‘crossing of the rubicon.’

Nerrida has continued her interest in and study of this interesting phase of a child’s life. In 2016, Nerrida delivered a series of workshops, focusing on the 9 year old transition, at the ‘Transitions in Childhood’ conference at the Goetheanum in Switzerland.

Nerrida currently works as Principal at Cape Byron Rudolf Steiner School and is a member of the Board of Steiner Education Australia.

Workshop: “If you fill your deep understanding of the developing human being with will and feeling, then you will teach well. A pedagogical instinct will awaken in you that will enable you to apply what comes from your will-permeated knowledge of child development. However, that knowledge must be real – that is, it must be based on a true understanding of the actual world.” (Steiner: Foundations of Human Experience.)

In this workshop, participants will delve deeply into the world of the 9-10 year old child, working through reflection and discussion to connect personally with the child’s experience of the world and of self through this time.

This workshop will focus on this time of change from teacher, parent and child perspectives. What challenges does the class teacher face as he/she navigates through these years? How do they change their own inner attitude and teaching style? What understanding of child development is required for these years and how do we work with the child of today? How do we as adults try to understand what it is like to be a child today? Together we will explore the journey of ‘mini adolescence’ and support each other in developing further insight and sharing strategies for managing change.

Recommended Readings:
Rubicon: Developmental Steps Ages 7-10
Compiled by Mona Reuf
Workshop 1.10

Peggy Day - Teaching Children of the 21st Century- Steps in Connecting to the Dawning Capacities now arising for Humanity: Further Development of Heart Forces

Target Audience: This workshop is suitable for teachers of every age level who are interested in capacities of heart thinking and sensing. It will seek to develop a deepened understanding of the role of the teacher, curriculum and methodology in developing human capacities as well as engaging participants in inner exercises of a practical nature.

Peggy Day-Hakker has been active in Steiner Education for 33 years as a teacher and teacher trainer. She has coordinated and lectured in the Advanced Diploma Teacher Training Course for 12 years covering Steiner Pedagogy, Main Lesson Theory, Festivals, Story Telling and Interpretation of the Fairy Tales and Myths as well as Biography and Adult Learning. Most recently she has been the Lead Writer of the Australian Steiner Curriculum and was also founder of the Glenaeon Curriculum Intensives in 2006.

Peggy is currently the Coordinator for Australia, of the Pedagogical Section of the School of Spiritual Science at the Goetheanum, Switzerland, a member of the Educational Executive of Glenaeon Rudolf Steiner School, Director of the Glenaeon Preschool, and a member of the National Teacher Trainers Forum.

Workshop: The Heart has the possibility to develop new capacities on a path of conscious inner preparation. What is the heart and what are the stages in the development of the etheric heart? How can we develop the new capacities which lead to the unfoldment of the heart as a moral sensing organ which interpenetrates our whole being? What could stand in the way of this unfolding possibility and how do we give children the best foundation for a sensitivity of heart?

Truly, my dear friends, it makes a very great difference whether one teacher of the school or another comes through the classroom door to any group of children. There is a big difference; and the difference is not merely that the one teacher is more skillful in his practice than the other. No, the main difference — the one that is really influential in teaching — lies in what the teacher bears within him, as his constant trend of thought, and carries with him into the classroom. A teacher who occupies himself with thoughts of the evolving human being will work very differently upon his pupils from a teacher who knows nothing of all these things, and never gives them a thought.

Rudolf Steiner Lecture 1 Study of Man

Recommended Readings:
Rudolf Steiner- The Human Heart – a lecture given in Dornach, May 26, 1922. GA 212
Rudolf Steiner-The Etherisation of the Blood- A Lecture given in Basel, October 1, 1911. GA 130
Workshop 2.1

Michaël Merle – Working with personality types in the high school: understanding the importance of the Seven Soul Types in the education of adolescents.

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 taught 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.

Michaël is a member of the International Forum of Waldorf/Steiner Schools (formerly The Hague Circle). Michaël is one of two high school trainers in South Africa and at schools in Johannesburg, Cape Town and Windhoek (Namibia), and since July 2016 in Nairobi, Kenya.

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

Workshop: With the birth of the etheric body comes the work that primary school teachers are able to do with an understanding of the temperaments. In the same way, when the astral body is born free at around 14, the possibility of working with the newly expressed personality types makes for a pedagogy that accesses the right soul path for each teen to find an ever growing balance.

No two teenagers are alike. Yet, in working with a tension in the thinking, feeling and willing of the soul faculties of teenagers we can reach them in a way that speaks to their fundamental personality disposition. In this workshop a presentation and discussion of the 7 Soul types will allow for ever deepening insights in working with modern teens.
Workshop 2.2

Svantje Mertens – Writing class plays with students in the upper primary school: taking the students on the journey of writing their own class play

Target Audience: Class Teachers

Svantje began as a class teacher ten years ago. She was raised in northern NSW, where she attended a Steiner school for her primary schooling. Svantje's interest in teaching was initially inspired by her grandmother (who is now 99!), and who was an amazing teacher in her time, and who still enjoys hearing about recent teaching experiences. Svantje completed her Steiner teacher training at Parsifal College, and then her B.Ed at UNE. She has recently completed her Extra Lesson Training, and is currently studying part time a Masters in Educational Research. Svantje has taught in Steiner schools in Australia and in Europe. While in Europe, she took the time to experience first hand the countries and cultures she taught about as part of the Steiner primary school curriculum. Svantje has been teaching at the Ballarat Steiner School since 2012, and is the school Educational Facilitator.

Workshop: After a number of years of including the students in the whole process of the play (hearing the main lesson story, writing the play script, then rehearsing and performing) Svantje has been impressed by how this has added to and strengthened the growth from the play experience.

The first step in writing a class play is choosing a story from the main lesson content, which offers a story worthy of extensive focus, is deep in meaning, and that the class has related especially well to. This story is later recalled, divided into scenes, then the script is written, and music either written, altered or sought. By the students owning the script which they have written, and taking the whole journey of the play and its creation, Svantje finds it strengthens their engagement, ownership, and learning experience. The characters from the play come to life and the students really tell their story. This allows the students to gain great confidence in their abilities and be proud of what they are capable of creating and achieving, which is truly a strengthening experience.

Seeing the students grow so much from the process and experience in play writing and performing, has inspired Svantje to offer to share this with other interested class teachers.
Workshop 2.3

**Andrew Sullivan** – "Experiments in Living" - New approaches to teaching 12th Graders in the age of the selfie

Target Audience: High School Teachers

Andrew Sullivan is a poet, Steiner teacher, interventionist artist, and Alternate Reality Adventure designer living near Sacramento, California. For the past fifteen years, he has taught courses to adults in creative process, contemplative practice, and poetry writing, while concurrently teaching high school humanities at the Sacramento Waldorf School.

**Workshop**: Our world doesn’t seem to be getting any less complex, distracting, hectic, and challenging, even to the point of despair, and yet, at the same time, many of us don’t seem to be getting any less dedicated to social justice, any less intent on living authentic lives, and any less courageous in transforming our own shortcomings. How can we help our students find important signals in all the noise of contemporary life? How can we help them take up their own individual paths to their highest future selves? The senior year is a time for big questions, epiphanies, and opportunities to practice living with more consciousness. In Andrew’s experience, if the senior curriculum doesn’t address this existentialist bent of the students in a concrete way, asking them to challenge their very habits of being, we are doing the students a disservice. During our three days together, we will investigate how to address our students in this concrete way. Andrew will share techniques – the “experiments in living” in the title of this course – that have worked for him.
By working with staff from all areas of the school, and providing many professional learning opportunities, this curriculum is now implemented through specialist Outdoor Classroom lessons and integrated into main lessons and practice lessons.

Craig Harris enjoyed attending school from K to 12 but struggled with learning and failed his HSC. He eventually enrolled at the University of Tasmania to do a Diploma of Fine Arts in 1996 and left 6 years later with a Masters of Fine Arts, after receiving first class honours majoring in furniture design and a scholarship award to study the Masters degree.

Craig developed his practice as a designer maker, owning his own business for several years making furniture - mostly commissions for private homes and also the odd embassy and gallery in Canberra. He enjoys challenging himself to make original pieces with function including seats, tables, surfboards and skateboards.

Craig qualified as a teacher in 2012 and has been an Outdoor Classroom specialist since 2015. He is passionate about hand crafts - especially ones that don’t require much technology. On the other hand, he loves the machine and being able to use technology as a tool to craft objects.

Jacqui Lucas has wide experience as an educator including classroom teaching, music specialisation, teacher librarianship and student support. This is her 20th year of teaching in Steiner Education. She has an ongoing interest and enthusiasm for professional learning, staff development and whole school thinking.

Michael Thompson has been teaching at Orana Steiner School for 15 years. He has trained in Science and Steiner Education and has been active in the school promoting the idea that local knowledge helps us all to become better citizens. Much of Michael's experience has been in the upper Primary years but he is currently undertaking a full cycle and has had a class from 1-4. He brings his interest in science, bush skills, natural history, agriculture and the Steiner curriculum to bear on his approach to the outdoor classroom concept.

Workshop: Outdoor classroom isn’t outdoor education, camps and excursions. It is about taking learning outdoors. All subjects. All seasons. Over the past 2 1/2 years, the development of outdoor classrooms has become point of difference for Orana Steiner School and an important element of the school's current strategic plan.

Our students will live and work as adults in a constantly changing environment. Consequently our curriculum, activities and pedagogy are designed to help students develop practical skills and the will to identify and
address challenges and opportunities. But how do we embody this as educators? Do we possess the very dispositions we are aiming to foster? Are we the kind of people we want our students to become?

In this workshop, four presenters will share their role in the journey that Orana has undertaken: from an initial staff conference (with a difference...) that launched the program and built on staff capacity, to the development of site specific classrooms and the implementation of a whole school, cross-curricular approach.

We will explore: what would you really like to see or to have, or to create in your classroom? In your school? What is missing? What is the thing you wish you could do with your children in relation to a particular area of learning? What would it take to achieve this? How long would it need? How do we build cultures of exploration, learning and reflection in our schools? Schools where everyone takes responsibility for re-enchanting the world? How could your fantasy be realised through practical work? Via your own creation? What impact would this have for your students?
Workshop 2.5

Shelley Davidow – The heart of the classroom: stress and behaviour management for sustainable teaching and learning

Target Audience: All teachers

Dr Shelley Davidow is a former Waldorf graduate and an award-winning international author of 40 books. Her titles include the internationally acclaimed *Raising Stress-Proof Kids* (Exisle Publishing, Australia, 2014, Familius Books USA 2015, published simultaneously in Poland and Vietnam, 2015). She is an educator, presenter and researcher with a Master's degree in Steiner education, (MSEd) and a Doctorate in Creative Arts. (DCA). Her memoir, *Whisperings in the Blood*, was published by the University of Queensland Press in 2016, and a university textbook *Playing with Words - an Introduction to Creative Writing Craft* has been published by Palgrave/Macmillan, UK, 2016.

Drawing on her 20 years of experience as a Waldorf/Steiner teacher and parent, as a facilitator of restorative practice and as an author and researcher, Shelley looks at practical and inspiring tools that support teachers to meet the challenges in contemporary Steiner Education settings. She currently teaches in the Graduate Certificate in Steiner Education and the Masters of Professional Practice in Creative Writing at the University of the Sunshine Coast, QLD. She runs workshops nationally and internationally on creative writing and on mitigating the effects of stress on teachers, students and parents.

*Workshop:* The effects of punishment and shame on a child’s stress-response and nervous system has far-reaching effects that we don’t often consider. Using biofeedback technology from the Institute of HeartMath in the USA we will observe how our thoughts and emotions impact our heart rhythms and our nervous systems. Steiner indicates in chapter 1 of ‘Foundations of Human Experience’ that the task of the teacher is to facilitate the harmonization of the ‘breathing with the nerve-sense process’, and to understand the importance of the inner bond and non-temporal relationship between teacher and student. This relationship lies at the centre of what we call ‘behaviour management.’

Based on chapters 1 and 2 in ‘Foundations of Human Experience,’ these workshops look at the relationship between student and teacher, which according to Steiner, is ‘the crux of the matter.’ Steiner schools, just like mainstream schools, find managing challenging behavior, challenging. Often we resort to approaches that we grew up with, or react according to how we’re feeling that day. Raising consciousness and establishing consistent ways of dealing with difficult situations is essential. Once we understand that relationships are the currency, we can reduce stress and behavior issues in the classroom using a restorative approach. Restorative Practice is three-fold, engaging cognition, emotion and action. The premise is this: the ‘wrong thing’ is that which causes harm. This in turn, creates responsibility and liability, and so our aim is to restore and repair harm. Everyone who is part of the problem is part of the solution. Widespread studies on the effects of RP in schools show how behaviour incidents reduce significantly over time.
Workshop 2.6

Jean-Michel David – The Opening of the Conference with the 'College Imagination' - Deepening the Foundation of our educational task through our connection to the Spiritual Hierarchies

Target Audience: Teachers and interested conference participants

Jean-Michel David has been teaching, in educational leadership, teacher formation and professional development for over three decades. He has previously presented at various conferences on Steiner’s Philosophy of Freedom; the 3-Fold Social Order; the 12 Senses; the Foundation Stone; the True, the Good and the Beautiful; and various other topics in Australia, New Zealand, and Europe. Jean-Michel has taken on the role of School Administrator at Perth Waldorf School, from the beginning of 2017.

Workshop: Following the morning welcome, Rudolf Steiner esoterically laid the Foundation for the educational tasks facing both the teachers and other guests present. What has come to be called the ‘College Imagination’ is well known: for each participant to imagine behind each one their angel giving each the Strength they need; above and circling, forming a chalice from the gifts each has to give, archangels pour back courage; and from out-of-time a point of light, enlightening the tasks that shall unfurl, is allowed and gifted from the archai.

This incredibly important deed was invoked by Steiner in the context arising out of his work on the three-fold Social Order, having explicit reference to the spiritual hierarchies that, in other lectures, Steiner directly connects to the three first reachable of the senses above the twelve basic senses: imagination, inspiration, and intuition.

These are all words, concepts and ideas that are often expressed in anthroposophical contexts. Yet, how are they to help us better understand and deepen, through more fully entering and participating, the educational tasks of the fifth post-atlantean epoch - ie, the educational tasks of our age? Over the course of the three days, we shall explore this question further.
Educational research consultant and teacher educator, Bronwen was one of the pioneer teachers in the High School at Orana where she taught for 10 years after which she completed a Masters in Educational Leadership and an Advanced Diploma in Holistic Counselling and Psychotherapy. In July 2016 Bronwen submitted a doctoral dissertation in which she 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 program in Steiner education; a second project focused on the facilitation of teachers’ research projects in a Steiner primary school.

Bronwen’s work experience includes curriculum writing for the Australian Steiner Curriculum Framework, teaching research methods to students at the Metavision Institute and running professional learning workshops for teachers. Bronwen will deliver the second course of the new Graduate Certificate in Steiner Education at Sunshine Coast University in Semester 2, 2017.

I have frequently pointed out, quite deliberately, including in public lectures, that human consciousness is associated with forces of destruction. [...] into our nervous system we die. These forces, these death forces, will become ever more powerful. And the connection will be made between the death forces in the human being, which are related to electromagnetic forces, and outer machine forces. In a sense, the human being will be able to let his thoughts flow into the machine forces. As yet undiscovered forces within the human being will be discovered, forces that have an effect on outer electrical and magnetic forces. (Steiner, Lecture in Dornach, 25 Nov 1917; cited by Neider, 2016, kl. 133)

Trying to resist these forces, Steiner noted, would be counterproductive; we need instead to learn how to infuse our thinking with life forces. Drawing on these and other Steiner sources, including lectures from the Foundations of Human Experience, in this workshop we will explore Steiner’s indications relating to the supersensible physiology of the brain. Focusing on the role played by the “electronic double” in the increasing influence of technology in education, we will compare these indications with contemporary research findings in the field of neuroscience.
Workshop 2.8

Matthew Cunnane – *What is a Steiner/Waldorf approach to assessment?*

Target Audience: All teachers and conference participants

Matthew Cunnane has been working in Steiner education for twenty years. He has worked in the UK, USA, and Australia. He spent many years teaching in the upper primary classes before moving into High School teacher as a Humanities teacher.

In 2006 Matthew transitioned into school administration as an Education Administrator, and eventually took up the position as the Deputy Principal at the Noosa Pengari Steiner School.

Matthew was elected to the board of Steiner Education Australia in 2011 and was the chairperson in 2014. He is currently completing his Masters in Education and is working as a full time High School Teacher.

**Workshop:** This workshop is based on Matthew’s Masters in Education by research thesis, the heart of which is discovering what Rudolf Steiner had to say, or not say, about assessment in education. The findings are derived from a critical discourse analysis of the three lecture series (Foundations of Human Experience, Practical Advice to Teachers, and Discussions with Teachers,) as well as the Faculty Meetings with Rudolf Steiner.

What is proposed for these workshops is a hands-on approach to interpreting what is stated and implied by Rudolf Steiner as an approach to teaching and learning, in particular to assessment. I will endeavour to lead the participants from first principles (as described in the above texts) to new practice in classroom based assessment, that is geared towards pedagogical appropriateness.
Workshop 2.9

Jane Greenslade – Interpreting Steiner’s work for the 21st century: Exploring how Steiner's teachings on education relate to our students in the 21st century.

Target Audience: All teachers and conference participants

Jane Greenslade has 26 years of teaching experience in a variety of schools and contexts. She was a foundational High School Teacher at the Central Coast Rudolf Steiner School, where she taught Science, Geography, Maths, and whatever else was needed, for 8 years. Jane graduated with a Masters in Education degree from the University of Sydney in 2014. The first half of this degree included the units from the Graduate Certificate in Steiner Education at the University of Canberra. Jane also undertook a detailed analysis of many of Steiner's lectures and considers that continually re-examining, and refreshing our understanding of, Steiner's work is an essential task for teachers. She presented a workshop at the 2012 Alice Springs conference, and spoke at the 2014 High School Teachers conference at Samford Valley. Jane's article 'A creative approach to teaching and learning: a class 9 main lesson' can be read in 'Teaching With Spirit' edited by Burrows and Stehlik (2014). Jane is currently teaching Science at Orange High School, Central West NSW, where she is also the Year 7 High Achievers Program Coordinator. After completing her Masters degree Jane learned to spin and is currently working on turning the wool from her sheep into something wearable.

Workshop: In these workshop sessions we will examine the challenge of maintaining the integrity of the essence of Steiner's indications for education, while at the same time integrating the best of 21st century educational research.

Participants will have the opportunity to explore answers to the following questions through reading, reflection, discussion and workshop:

- Who are the children I am teaching and where do they fit in Steiner's picture of the development of the child? How can contemporary research support us in understanding children's development within Steiner education?
- What were Steiner's recommendations for teaching students at these stages of development?
- What is some of the contemporary research that can support and inform us in our practice?
- How can we reinvigorate our teaching practice by integrating the best of old traditions, and thinking, with new ideas?

We will begin by engaging in a process of deepening our understanding of the children we teach within the framework of Steiner’s developmental picture and discuss how we might work with contemporary ideas on child development. We will explore and discuss Steiner's suggestions for teaching children in these various stages of their life's journey, and consider how contemporary research and thinking supports or challenges these ideas. In the light of the insights gained, participants will workshop the development of lessons, or parts of lessons, with the aim of developing innovative ideas, and reinvigorating their teaching practice.

It would be helpful for participants to bring at least one teaching program to work with. Readings will be provided from Steiner’s lectures as well as recent academic research. These will be available from SEA prior to the start of the conference.
Workshop 2.10

Megan Sullivan – Inclusive classrooms and comprehensive sex education
Target Audience: High School Teachers

Megan Sullivan has been involved in Steiner education for over 20 years as parent, primary and high school teacher, beginning her career on the mid-north coast of NSW at Chrysalis and Casuarina Steiner Schools.

Megan now lives in the USA and teaches Social-Emotional Learning, Sex Education and Health at Sacramento Waldorf School, Sacramento CA.

Megan is passionate about helping youth develop healthy sexuality and supporting the adults in their lives to engage in conversations around the complexities of sexuality.

Workshop: This workshop will be centered around identity, sexuality, and the work we as teachers need to do to make sure our classrooms and curriculum are inclusive. Drawing upon years of experience as a Social Emotional Learning and Health teacher, Megan will present material, lead exercises, and facilitate open discussions to explore inclusive classrooms and ways to support youth to develop a healthy relationship to sexuality.

“There can be a great difference, and it does not depend simply upon whether one teacher is more clever than another in superficial pedagogical techniques. Rather the main difference in the effectiveness of teaching comes from the thoughts the teacher has had during the entire time of his or her existence and brings into the classroom” (The Foundations of Human Experience p. 43).
Workshop Series Three – Monday 3, Tuesday 4, Wednesday 5 July, 2017
3.30pm – 5.00pm

Workshop 3.1

Chris Jack – “__ ___ in the musical realm we ourselves become beauty”
Target Audience: Everyone who want to have a musical experience.

Having taught as a Class Teacher for over 20 years Chris Jack has had to learn to sing and play recorder so that he in turn can bring a love of music to the children. Chris was a founding teacher at Samford and is currently the Principal at the Moreton Bay Birali Steiner School.

Chris is Deputy Chairperson of SEA and on the Executive Committee of ACEL (Queensland Branch). He is also a member of a successful band, touring in Europe and Australia with several albums to their credit.

Workshop: Singing and making music builds the social life. This series of workshops will include presentation, discussion and practise with the aim of fostering a love and appreciation of music while developing a feeling of connection with the cosmos. Bring voice, recorders, instruments and a sense of fun. Participants will be expected to sing and play and develop their knowledge and skills in the realm of music.
Workshop 3.2

Michaël Merle – Moving the Upper Senses as transformed Lower Senses: The Foundations of Human Experience was the first part of a two part course. This workshop explores the essentials in “Part 2”.

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 taught 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.

Michaël is a member of the International Forum of Waldorf/Steiner Schools (formerly The Hague Circle). Michaël is one of two high school trainers in South Africa and at schools in Johannesburg, Cape Town and Windhoek (Namibia), and since July 2016 in Nairobi, Kenya.

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

Workshop: As teenagers develop, their new found sense of themselves is expressed through the urgent need to communicate with others. As relationships rest on expression of self, the growing sense of tone (ability to hear what is really being said), word (the ability to appropriately choose what is to be said) and concept (the ability to grasp and articulate the idea) is all important for the teenager. How do we develop these essential senses in the service of healthy self development? This workshop hopes to explore this.
Workshop 3.3

**Michael Janssen-Gibson – Folding paper: the infinite possibilities of origami**

Target Audience: Teachers looking for new and practical ways of exploring math and geometry, developing fine motor skills, and producing paper art

Michael Janssen-Gibson has been teaching at Orana Steiner School for over nine years, and has been folding for close to forty years. Michael has been teaching origami to children and adults in the ACT for over twenty years, and has had his work exhibited in Singapore and the United States. He is not sure why his fascination with folding paper has been so enduring, but it is definitely linked to his love of math and geometry.

**Workshop:** Paper cranes and planes are often what comes to mind when someone mentions origami, yet over the past 50-60 years there has been a revolution in paper-folding - complex models that resemble life-like insects as well as simple forms imbued with beauty and life. All starting from a square of paper.

This workshop will explore the geometric and related mathematical laws that make origami possible, such as:

- the basic geometry of a square,
- fractions,
- twist folds,
- tessellations,
- action toys,
- polyhedrons,
- spirals and helixes, and much more!

As a teacher Michael has used origami to:

- develop fine motor skills,
- demonstrate and explain various mathematical and geometric concepts,
- build examples of polyhedra,
- explore physics at an age-appropriate level with simple toys,
- produce objects of beauty from natural materials,
- explore straight and curved lines through folds of varying complexity.

There is real joy and wonder to found in the simple act of folding paper, and I would appreciate the opportunity to share my skills and knowledge with my colleagues in the teaching profession.
Workshop 3.4

Maia Harrison – Exploring music in the light of imagination, truth and soul responsibility: Music in C21 Steiner education: - power of listening and artistic thinking; - creative principles in music teaching; - a cross-curriculum tool

Target Audience: Music teachers, Primary class teachers, High School teachers who wish to enliven their teaching through incorporating listening and music activities or musical thinking in their lesson planning

Originally from Melbourne where she attracted funding from the Victorian Ministry of the Arts and Australia Council, Maia Harrison has worked at Orana Steiner School in Canberra since 2000. She also composes and conducts choirs in the wider Canberra community. In 2016 she presented a paper entitled ‘Music in a C21 Steiner School: Essence, Engagement, Excellence’ at the International Society for Music Educators Conference in Glasgow. She is excited by the enormous possibilities for using listening and practical music making as a tool for healthy human development and communication in today’s complex world.

Workshop: Three workshops will develop practical music making exercises, forums for discussion and sharing, presentation of new ideas and time for reflection. Concepts from 'Foundations of Human Experience' will be examined with reference to their practical application in teaching/using music.

Over the course of three workshops, participants will develop understanding of concepts outlined in The Foundations of Human Experience and Practical Advice to Teachers and identify ways these can be applied in a classroom context through the medium of music. Explore and engage critically with these concepts in relation to today's understanding of children and young people and the challenges they face in a global, technological world. Enrich teacher understanding of the development of thinking, feeling and willing and how this relates to music. Enliven understanding and generate new ideas for both music education and the use of music as a cross curriculum tool. Provide opportunity for teachers to engage with each other through practical music activities, discussion and sharing of ideas, and give teachers practical and implementable ideas for using music in the classroom.
Workshop 3.5

Mark McDougall - Between Blood and Nerve - Sculpting the Organs - Preparing a Home: Seeking spatial perceptions of where we are working as teachers – the gap between nerve and blood - towards preparing a place of residence.

Target Audience: Kindergarten, Primary and Secondary Teachers; those seeking to enliven and deepen their understanding of the developmental processes at work in children in a sculptural formative way or those seeking to open another perspective upon childhood development and preparations for adulthood.

After an SDA schooling, Mark gratefully came within the influence of Steiner's work at 20 years of age assisting in two end of year class camps. He started the next year as craft teacher and has continued working in and with Steiner education since, including taking two classes through their journey to High School. Following state bodies compliance requirements for Degree Qualifications in 1997 he gained BGS/BT from UNE in 2001 with a major in Physiology. His interests include Music, Health, Nutrition, Biodynamics, Modern World History and Geo-politics.

Workshop: In Steiner's preparatory series of talks for the Teachers he raises the enlivening quality of sculpting forms. He also recommends sculpting the heart and lungs as part of teacher training. In that the primary years are devoted to the middle system (the breathing and rhythmic system), a very strong focus in this proposal will be upon the heart and also upon the lungs.

The Heart's seed like form will be noted as will its nerve sense and blood poles and their directions. The arching form of the lungs lends itself to comparisons with Steiner's arching Goetheanum window forms - double fields of pictorial and story filled light. The scalloped curve of the ever changing diaphragm accommodating the stomach and the metabolic organs will be experienced.

The lungs enfolding gesture towards the heart can bring thoughts of Isis gentle-winged embrace of Horus and of Madonna’s gentle embrace of her child. A few alveoli can be shaped with discussions upon their gesture and their function including the many of the complementary aspects to the leaves in the plant kingdom – red vs green, O2 vs CO2, spatial vs inverse spatial. The bronchi will more be imagined and conceived of as the container of a living dynamic inverse tree of airflows.

The trachea (neck of the rhythmic system) can be sculpted as a branching tube made of coils (subject to time and interest), the voice box as the resonatory head of the rhythmic system.

Subject to time, capability and interest, the Liver and the Kidney can be sculpted (including the kidneys internal pyramidal aspects but not the complexity of internal fluid flows).

All these organs will be placed spatially within the human form. The intention is that through the Arts, through working with forms that have a deep wisdom within, we will experience the enlivening aspect mentioned by Steiner, but also open new windows and perspectives of understanding that are reverence based and that allow us as teachers to work for and from a deeper and more developed picture of what the Human being is and how education assists and begins to realise this.

Recommended Readings:

*The Kingdom of Childhood* Rudolf Steiner
*Therapeutic Insights: Earthly and Cosmic Laws* Rudolf Steiner
*Spiritual Science and Medicine* Rudolf Steiner
Workshop 3.6

Sophia Montefiore - *Projective Geometry – Explorations between point, line, plane and Infinity*

Target Audience: Projective Geometry Teachers, High School Mathematics Teachers and High School Art and Science Teachers interested in Geometry

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

Sophia Montefiore is currently the HSC coordinator and SEA delegate at the Newcastle Waldorf School. She has taught a range of High School subjects including Mathematics, Art and Philosophy. In 2008 she visited a number of Steiner schools in England and Ireland and attended evening lectures at Emerson College and the Peredur Centre as well as visiting ancient sacred sites. Her first encounter with Projective Geometry was when she was a Mathematics student at University and met John Blackwood who was conducting a workshop at the Newcastle Waldorf School.

In 2014 John Blackwood spent some intensive time with her and her year 11 and 12 students in a Projective Geometry main lesson sharing his ideas, experiences and resources and giving ongoing support and feedback. In 2016 Sophia conducted two Projective Geometry Workshops for the Sydney Region Waldorf Schools Professional Development day at Glenaeon and will be assisting Lakshmi Prasanna at the intensive Teacher training Workshops in Chennai India in December 2016. Sophia has been a Waldorf teacher for over 20 years. She is also an exhibiting artist and published illustrator (Rime of the Ancient Mariner with Wynstones Press).

**Workshop:** Projective Geometry is unique to the Waldorf Senior School Curriculum and diverges from the confines of traditional forms of geometry to a flexible, modern outlook in which pure mathematical relationships are portrayed in harmonic forms. During the workshop participants will discuss the relationship between time and space in our constructions and compare Goethean thinking to Euclidean thinking based on the ideas of Olive Whicher and Lawrence Edwards. For both mathematicians and non-mathematicians Projective Geometry reveals new perspectives into spatial relationships that do not rely on measurement.

Teachers will be able to share their understanding of the role of Projective Geometry in the Waldorf Curriculum through ongoing discussion.

Participants will create a series of constructions that relate to mineral, plant and animal forms based on the work of John Blackwood. They will discover translational symmetry in the mineral realm, rotational symmetry in the plant realm and reflective symmetry in the animal realm. Teachers will share ideas on how our students can access different layers of these concepts through the exploration of Projective Geometry.

Sophia will 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. Participants can further explore some of the complex concepts that Steiner introduces in *Foundations of Human Experience* concerning how the human body (the head, middle system and limb system) relates to the cosmos in space from lectures 2 and 10 in the light of Olive Whicher’s discussions of counterspace.

**Recommended Readings:**

*Geometry and the Imagination* A. Renwick Sheen p.178 -199

*Projective Geometry* Olive Whicher ‘Physical and Ethereal Spaces’ pp. 247 - 251
Workshop 3.7

Brian Cusack - Finding the free Christ space between Lucifer and Ahriman. How can we prepare ourselves as educators before teaching each day? Inner cosmic preparation through ever creative imaginative Eurythmic movement. The journey of imagination to inspiration to intuition.

Target Audience: Educators, teachers, parents and those seeking to meet what comes up to challenge us on a daily basis.

Brian Cusack was born in Adelaide South Australia in 1960. In 1984 he attended Emerson College's Foundation year in Anthroposophy, followed by training at the London School of Eurythmy, graduating in 1989. He was a founding teacher at the Willunga Waldorf School, currently teaching at the Mt Barker Waldorf School and Trinity Gardens School and has over 27 years experience teaching and performing Eurythmy.

It is a source of great joy and learning to teach Kindergarten to Class 5 in the two above-mentioned schools. This is accompanied by work two days a week at a retirement village. In this way he sees the young burgeoning child at the beginning of life and those approaching life's final conclusion.

In the last 6 years Brian has been instrumental in bringing together the Eurythmy community here in Australia, to present many Eurythmy performances. It is hoped that a national tour in 2018 or 2019 to all states and territories will take place. This will include performances for children as well as adults.

Workshop: Over three days, to come to an experience of the free space. To explore this and how it can be achieved through Eurythmic movement.

There is always a battle to find balance in teaching, the right amount of breathing in and out with the students. How do we educate to bring about the best in the constitution of the blood and nerves? In fact, to bring about wellbeing mentally and physically, so the spiritual challenges in one's destiny yet to confront the burgeoning student, can be best met. As educators, just when one thing is mastered or when you fine-tune some aspect of your life, something unpredictable, like the weather, comes up to meet you. So when that happens what resources do you have at your disposal? It's good indeed to have content but that is secondary for being able to aspire to greater moral imaginations. Much more challenging is to connect to cosmic thoughts and inspirations to our Waldorf School educational endeavour.

The tools have been given by Dr. Steiner, it is a matter of finding the will and applying them to our daily lives. It is hoped that this workshop will be a sustainable source of nourishment for individuals and groups to pursue into the future.
Workshop 3.8

Jacqui Lucas - Reconciliation Hats: Beanies (mukatas) for people, place and politics
Target Audience: Generous and inquisitive spirits who enjoy handwork and who are interested in connecting to people and to place. Ideally people with a basic understanding of crochet but beginners also welcome.

Jacqui Lucas has wide experience as an educator including classroom teaching, music specialisation, teacher librarianship and student support. This is her 20th year of teaching in Steiner Education. She has an ongoing interest and enthusiasm for professional learning, staff development and whole school thinking.

Jacqui Lucas is a teacher from Orana Steiner School. In 2016, she attempted to make a beanie for every staff member in her school.

Workshop: The need for a warm hat in the cooler months of the year unites us as human beings. We all need a beanie on a cold winter morning! Here in Australia, the Pitjantjatjara and Aranda peoples trace warm headwear back to a time before white people. Since 1997, the Alice Springs Beanie Festival has promoted Reconciliation and community participation in the arts. There is much we can learn from the creations that come from the centre of Australia.

Where is your place? What features, forms and colours define the land? The sky? The life? How might this be represented in a warm hat? Or, what emerges when you think lovingly of someone the whole time you crochet and decorate a hat for them? In the few hours it takes to create a crocheted and decorated beanie we have time to pause and consider the land we walk on, to nourish kindness and compassion and to connect to our own artistic expression.
Workshop 3.9

Nicole Ostini - Living Literacy in the classroom
Target Audience: All Teachers

Nicole Ostini has worked within the educational sector for the past 17 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 has taught Speech and Drama to students at Parsifal College and both students and teachers at Glenaeon and Chrysalis Steiner Schools. 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.

This underpins her passion for inclusive education and the right to individualised and holistic educational programs. She currently provides Professional Development workshops for teachers in Steiner schools and other sectors.

Workshop: Through reconnecting with sound and gesture in the classroom teachers can bring the dead word back to life. In Lecture 2, Practical Advice to Teachers, Steiner asks: “How did the relationship between sounds and what they mean first arise?” We will explore this question through practical exercises that will enable us to experience the sounds we utter with fresh ears. Through this exploration, we will find a way to approach speech, poetry, and grammar in an enlivening and engaging way.

With a National curriculum focused on the ‘meaning’ of poetry, how can we open the heart forces so that poetry is “comprehended through the community of humankind”?

Through working with poetry in the context of the Three Centres, teachers can understand how lyric poetry moves in the ‘feeling’ realm whereas epic poetry lies in the ‘willing’ and ‘thinking’ in the dramatic. These three centres inform the placement of our voice and body when exploring these three styles and enable us to better tap into the natural rhythms of the poem.

“What do we do when we raise unconscious speech to the grammatical realm, to the knowledge of grammar?” This question will be explored through practical exercises that “lift speech from the unconscious into the conscious realm”. The wisdom of grammar including the dissociating noun, the uniting adjective, and the moving verb will be explored. Rather than being looked at as a set of restricting rules, grammar lies at the heart of communication and self-expression. Without it, we limit creative possibilities. Through grammar, we begin to develop self-awareness. The best way to teach grammar is by revisiting those poems the children have learned over the years and already hold within their soul life.

Recommended Readings:
The First Three Years of the child :Walking, Speaking, Thinking by Karl Konig
The Art of Speech Dawn Langman published by Temple Lodge
The Art of Acting Dawn Langman published by Temple Lodge.
Workshop 3.10

Christof Wiechert – *Solving the Riddle of the Child: the Art of the Child Study*
Target Audience: All Teachers

Christof Wiechert was a pupil at the Waldorf school in the Hague, Netherlands. After studying education and geography he began a career of 30 years teaching at the Waldorf school in the Hague. During this time he was co-founder of the Dutch State Waldorf Teacher Training Seminar. For many years he was a Council member in the Anthroposophical Society in the Netherlands. Together with Ate Koopmans he developed the “Art of Child Study” course. He has lectured in many countries.

Since September 1999 he has worked for the Pedagogical Section, from October 2001 to December 2010 as head of the Educational Department of the School of Spiritual Science at the Goetheanum in Dornach/Switzerland. He now continues to work for the School of Spiritual Science at the Goetheanum and on pedagogical and anthroposophical themes in different countries.

Workshop: The name of this workshop is taken from the title of Christof’s book on the subject. Teachers at the 2015 national teachers conference at Cape Byron Rudolf Steiner School gave rave reviews about his workshops and due to popular demand Christof has agreed to continue this work. He will run three workshops over the conference and requires three teachers to bring details of one of their students, so that each session will model how to go about child study practice. Teachers intending to go to this workshop series who would like to present a student, should contact sea@steinereducation.edu.au. They must be prepared to talk about this student (no names to protect confidentiality) and bring work samples. We will make sure there is a balance across the ages.

A child study is a technique unique to Waldorf schools that has the child become the focus of observation on the part of the whole faculty. A faculty meeting then devotes itself to lining up observations about the child’s physical organization and appearance, the child’s behaviour in class, and with other children, and as a learner, and also how the child is in his or her own world – likes and dislikes, social ease, imaginative abilities, willingness to learn and to work. Then the faculty lives with the questions that the child prompts out of these observations. If it is possible, some ideas of what can be done to help and harmonize the child’s experience in school and in the world come forward as a plan on the child’s behalf.

Rather than giving a formula for approaching a study of a child, Wiechert describes three different phases of the study. He cautions against jumping to conclusions too quickly, applying what we know about another child to this new child, and avoiding the puzzle that every child presents. He instructs that the discomfort that we feel with the mystery of each child is the very portal through which we must walk as teachers to find the essence of each child and to cultivate our own capacities of perception.

Recommended Reading: *Solving the Riddle of the Child: the Art of the Child Study* by Christof Wiechert