

Rudolf Steiner S Curriculum For Steiner Waldorf S

The Curriculum of the First Waldorf School Caroline von Heydebrand.1966 This book provides a complete account of the curriculum at the Waldorf School at Stuttgart as it was taught during the time of Rudolf Steiner. The curriculum appears as Steiner planned it, and was assembled by collecting the accounts of several teachers working at the school during the 1920s. One of the teachers at the Waldorf School, Dr Caroline von Heydebrand, assembled this First Curriculum and it is republished here with an introduction outlining the origins and use of the curriculum, notes from the translator, details on the 1966 revision and a detailed arrangement of the class schedules under the First Waldorf Curriculum.

Deeper Insights in Education Rudolf Steiner.1983 Speaking to the teachers at the first Waldorf school in Stuttgart, Steiner addresses three issues: a living synthesis of gymnast, rhetorician, and professor as a necessity for successful teaching.

An Introduction to Waldorf Education and Other Essays Rudolf Steiner.2013-05-20 Collected here are fourteen essays by Rudolf Steiner covering subjects such as Waldorf Education, The Reordering of Society, The Human Soul, Karma, and Knowledge. These essays are informative and lively. Rudolf Steiner was an Austrian philosopher, literary scholar, educator, artist, playwright, social thinker, and esotericist. His contributions to society were immense.

Education Rudolf Steiner.2003 Rudolf Steiner, the often undervalued, multifaceted genius of modern times, contributed much to the regeneration of culture. In addition to his philosophical teachings, he provided ideas for the development of

many practical activities including education--both general and special--agriculture, medicine, economics, architecture, science, religion, and the arts. Today there are thousands of schools, clinics, farms, and many other organizations based on his ideas. Steiner's original contribution to human knowledge was based on his ability to conduct spiritual research, the investigation of metaphysical dimensions of existence. With his scientific and philosophical training, he brought a new systematic discipline to the field, allowing for conscious methods and comprehensive results. A natural seer from childhood, he cultivated his spiritual vision to a high degree, enabling him to speak with authority on previously veiled mysteries of life. Topics include: a social basis for education; the spirit of the Waldorf school; educational methods based on anthroposophy; children at play; teaching through the insights of spiritual science; adolescents after the fourteenth year; science, art, religion, and morality; the spiritual basis of education; the role of caring in education; the roots of education and the kingdom of childhood; address at a parents' evening; and education within the broader social context.

The Tasks and Content of the Steiner-Waldorf Curriculum Kevin Avison, Martyn Rawson. 2014 A comprehensive overview of what is taught in Steiner-Waldorf schools, and why. This handbook is indispensable for all Steiner-Waldorf schools and teachers Also provides a clear overview of the ideas behind the Steiner-Waldorf educational approach Previously published as The Educational Tasks and Content of the Steiner Waldorf Curriculum

What is Waldorf Education? Rudolf Steiner. 2004-11 This is a reader-friendly Waldorf taster, with three public lectures by Rudolf Steiner on Waldorf education and a thought-provoking, accessible introduction by a Waldorf teacher and longtime student of Steiner's pedagogy. These lectures by Steiner present what he sees as the fundamentals in a matter-of-fact, objective, non-dogmatic way. The introduction, wide-ranging and informative, treats of Waldorf education and methodology in

general, explaining that, before all else, a Waldorf School is a good school. This is a must-read for anyone involved with, connected to or interested in Waldorf education. Contents: Introduction by Stephen Sagarin: Recovering the Quality of Rudolf Steiner's Educational Work A Lecture for Prospective Parents A Public Lecture on Waldorf Education A Lecture to English Educators

Teaching Language Arts in the Waldorf School Rudolf Steiner.2004-01-01

Waldorf Schools and the History of Steiner Education Thomas Stehlik.2019-10-31 This book marks the centenary of the first Waldorf School, established by Rudolf Steiner in Stuttgart in 1919. With around 1,150 Waldorf Schools and over 1,800 Waldorf Kindergartens established in over 60 countries, this book examines and analyses how the initial impulse of Steiner education has grown over the last century to become a worldwide alternative movement in education. The author documents and compares the growth and development of Waldorf schools and Steiner-inspired educational institutions around the world, and determines the extent to which the original underpinning philosophy has been maintained against the contexts and challenges of contemporary global trends in education. Within such diverse international contexts, it is significant that the schools retain such a distinctive identity, and clearly redefine how 'alternative education' can be viewed. This comprehensive volume will be of interest and value to scholars of Steiner education and Waldorf schools as well as alternative education more widely.

Curriculum of the First Waldorf School .1972

Rudolf Steiner in the Waldorf School Rudolf Steiner.1996-03 Written 1924-1925 (CW 28) Because I entered this world with defined soul predispositions, and because the course of my life, as expressed in my biography, is determined by those predispositions, as a spiritual human being I must have existed before my birth. As a being of spirit, I must be the repetition of

someone through whose biography mine can be explained. In each life the human spirit appears as a repetition of itself with the fruits of experiences during previous lives. --Rudolf Steiner

Rudolf Steiner seldom spoke of himself in a personal way, but in his *Autobiography* we are offered a rare glimpse into some of the most intimate aspects of his inner life, his personal relationships, and significant events that helped to shape the philosopher, seer, and teacher he became. This edition restores the original format of seventy chapters, just as they were written for the *Goetheanum* weekly newsletter. This autobiography is not merely a narrative of Rudolf Steiner's successes and failures, but the story of a soul possessed of a precise, probing scientific mind and a natural clairvoyant ability to see into the spiritual world. Although naturally clairvoyant, Steiner always recognized the integrity and importance of modern scientific methods, and thus he developed a modern discipline he named Anthroposophy, or spiritual science. During the century that followed the events recorded in this autobiography, Rudolf Steiner's insights have touched and enriched numerous areas of life in ways that continue to transform people's lives in the twenty-first century. This illustrated, revised, updated, and expanded edition was the first volume to be released in *The Collected Works of Rudolf Steiner*. This series will eventually collect all of the English translations of Rudolf Steiner's works--including many never before in English--into an attractive and uniform set of his written and spoken words. This volume is a translation from German of *Mein Lebensgang* (GA 28).

Rudolf Steiner's Curriculum for Waldorf Schools E. A. Karl Stockmeyer.1969

Rudolf Steiner's Curriculum for Steiner-Waldorf Schools E. A. Karl Stockmeyer.2015 This book is an in-depth exploration of the curriculum of the first Waldorf school, expanding on the original 'Lehrplan'. Divided into sections, the book outlines Steiner's comments on schools and lessons in general, as well as many

details on his thinking on specific issues ranging from different age groups to classroom decoration and arrangement. This important book for all Steiner-Waldorf teachers gets to the heart of Steiner's ideas on education and child development.

School as a Journey Torin M. Finser.1994-07 This is a lively, colorful, and absorbing account of a class teacher's journey with his class, from first grade through the eighth grade in a Waldorf school. Straightforward and humorous, School as a Journey provides an excellent introduction to the daily activities of a Waldorf school classroom. Torin Finser--who is now Director of Waldorf Teacher Training at Antioch New England Graduate School--wrote this book especially for parents, prospective parents, and educators who are new to Waldorf education. Filled with pedagogical gems, tips, and resources, School as a Journey will also prove an invaluable resource for those who are currently Waldorf class teachers. For those who wish to delve more deeply into this revolutionary form of education, the author has also included extensive documentation, with references to the works of Rudolf Steiner and of others experienced in Waldorf education. Highly recommended.

Rudolf Steiner in the Waldorf School Rudolf Steiner.1996 Lectures and addresses, 1919-1924 (CW 298) Ultimately, isn't it a very holy and religious obligation to cultivate and educate the divine spiritual element that manifests anew in every human being who is born? Isn't this educational service a religious service in the highest sense of the word? Isn't it so that our holiest stirrings, which we dedicate to religious feeling, must all come together in our service at the altar when we attempt to cultivate the divine spiritual aspect of the human being, whose potentials are revealed in the growing child? Science that comes alive! Art that comes alive! Religion that comes alive! In the end, that's what education is. --Rudolf Steiner, Sept. 7, 1919
Sponsored by the industrialist Emil Molt and inspired by the philosopher Rudolf Steiner, the first Free Waldorf school opened

in Stuttgart, Germany, on September 7, 1919. Since then, the Waldorf movement has become international with many hundreds of schools around the world. This book contains all of the more-or-less informal talks given by Steiner in the Stuttgart school from 1919 to 1924. Included are speeches given by him at various school assemblies, parents' evenings, and other meetings. Steiner spoke here with spontaneity, warmth, and enthusiasm. Readers will find a unique glimpse of the real Steiner and how he viewed the school and the educational philosophy he brought into being. German source: Rudolf Steiner in der Waldorfschule, Vorträge und Ansprachen, Stuttgart, 1919-1924 (GA 298).

A Passionate Schooling: Key Ideas Behind Steiner Waldorf Education Alduino Mazzone, Susan Laing. 2017-02-07 A

Passionate Schooling provides a clear, scholarly overview of the key ideas behind Steiner Waldorf education. It examines how Rudolf Steiner developed his ideas in the context of his life and the culture in which he lived. A Passionate Schooling focuses on Steiner's insights as they relate to: - the nature of the human being; - freedom and the ideals of education and social renewal; - new perspectives on child development; - the evolution of consciousness, - and the transformation of the self. It also explores the concepts of goodness, beauty and truth as ideals in education, as well as the adaptability of the Steiner Curriculum. It re-interprets Steiner's ideas in the context of post-modernist thought and contemporary challenges and practices. A Passionate Schooling is a revealing text for students of education, teachers and parents. More at www.passionateschooling.com

Practical Advice to Teachers Rudolf Steiner. 2000 14 lectures, Stuttgart, August 21-September 5, 1919 (CW 294) How do Waldorf teachers put their educational ideals into practice in the classroom? How does a teacher connect geography and art and language in a way that enlivens the souls of children? What does a child's respect for the teacher mean for later life? These are only a few practical aspects of this initial course for Waldorf

teachers. During an intensive two weeks, Rudolf Steiner gave three simultaneous educational courses to those who would be the first teachers of the original Waldorf school. One course provided the foundational ideas behind Waldorf education (The Foundations of Human Experience); another provided a forum for questions and lively discussions on specific issues in the classroom (Discussions with Teachers). In this course, Steiner takes the middle-path by integrating theory and practice. Here, Steiner spoke of new ways to teach reading, writing, geography, geometry, language, and much more. His approach is tailored to the spiritual and physical needs of the children themselves, not to an arbitrary curriculum based solely on external results. At a time when public education is in a state of crisis, this book describes how children around the world are being guided into adulthood with a fuller sense of themselves and with a creative approach to life and the world around them. German source: Erziehungskunst. Methodisch-Didaktisches (GA 294).

The Kingdom of Childhood Rudolf Steiner.1974 These seven talks, considered one of the best introductions to the Waldorf approach to education, were given by Rudolf Steiner to a small group on his last visit to England in 1924. Steiner shows how essential it is for teachers to work upon themselves -- to transform their natural gifts -- and to use humor to keep their teaching lively and imaginative. Above all, he stresses the grave importance of doing everything in the light of knowledge of the child as a citizen of the spiritual as well as the earthly world. Throughout, he returns to the practical value of Waldorf education. From the Foundations of Waldorf Education series.

The Roots of Education Rudolf Steiner.1997 These five lectures on Waldorf education were given as a course during Easter week in Bern in 1924. Although they were delivered more than seventy years ago, they are remarkably contemporary. Every word still resonates with passion and dedication to the human adventure...When he gave these lectures, Rudolf Steiner had only

eleven months left to live. The first Waldorf School had been founded five years before and the intervening period had seen Steiner active in every aspect of school life. Now, in a sense, it was time to bring the ripe fruit of this work before the public. Together with its companion course *The Essentials of Education* (given three days before), *The Roots of Education* provides a stimulating synthesis of the Waldorf approach. Teachers, parents, and anyone interested in education will find here the fundamental characteristics of the process of a new art of education. -- back cover.

Rudolf Steiner Bo Dahlin.2017-06-22 This book covers Rudolf Steiner's biography, presented from an educational point of view and also unfolds the different aspects of Steiner's educational thought in Waldorf Education. His point of view is unique in that it relates education to a wide horizon of different contexts, such as social, pedagogical, evolutionary and spiritual aspects. His ideas are philosophical (ethical, epistemological, ontological). However, above all, they are based on spiritual understanding of the human being and the world. In many ways, they stand in stark contrast to the views that inform present mainstream educational thought and practice. Nevertheless, there are points where Steiner's ideas can find a resonance in more recent educational thought. Steiner was in many ways ahead of his time and his educational ideas are still relevant to many present day educational issues and problems.

[Steiner Waldorf Pedagogy in Schools](#) Martyn Rawson.2021-05-24 This book offers a comprehensive exploration of Steiner or Waldorf pedagogy and practice in schools. Drawing on key research, it traces the origins of Steiner education from the original Waldorf school and shows how this approach has since been adapted and applied in educational settings around the world. Outlining the educational philosophy of Steiner education, the book considers its unique features, such as its commitment to a pedagogical anthropology that takes the whole developing

human being into account - body, mind and spirit - and the developmental approach that arises out of this. It sets out the specific curriculum and teaching approach alongside vignettes of teaching and learning situations adopted in Steiner educational settings to show how the approach works in practice. Offering a critical perspective on this teaching style, Rawson examines the contributions that Steiner education has made in different cultures and looks towards future developments in China and other Asian countries. Considering all aspects of Steiner education, this book is essential reading for anyone wanting to understand the fundamental elements of this approach and its continuing relevance within the educational landscape.

Rhythms of Learning Rudolf Steiner. 1998-03 The primary task of a Waldorf teacher is to understand the human being in body, soul, and spirit. From this understanding will grow the approach, the curriculum, and the methods of an education capable of addressing the whole child. --Roberto Trostli Waldorf education, an established and growing independent school movement, continues to be shaped and inspired by Rudolf Steiner's numerous lectures on education. In *Rhythms of Learning*, key lectures on children and education have been thoughtfully chosen from the vast amount of material by Steiner and presented in a context that makes them approachable and accessible. In his many discussions and lectures, Steiner shared his vision of an education that considers the spirit, soul, and physiology in children as they grow. Roberto Trostli, an experienced Waldorf teacher, has selected the works that best illustrate the fundamentals of this unique approach. In each chapter, Trostli explains Steiner's concepts and describes how they work in the contemporary Waldorf classroom. We learn how the teacher-child relationship and the Waldorf school curriculum changes as the students progress from kindergarten through high-school. This book will serve as an excellent resource for parents who want to understand how their child is learning. Parents will be better

prepared to discuss their child's education with teachers, and teachers will find it a valuable reference source and communication tool.

Faculty Meetings with Rudolf Steiner: 1919-1922 Rudolf Steiner.1998 The Waldorf School movement has its roots in the chaotic period following the First World War. Struggling to create the first school, Rudolf Steiner worked on every detail. Lesson plans, religious education, school hours, course resources, administration, finance, child study; no aspect of school life was beyond his attention. Guiding the faculty and demonstrating a phenomenal range of knowledge, Steiner moved toward his goal of creating a vehicle for social transformation. These two volumes span the years 1919 to 1924 and cover, meeting by meeting, the development of the first Waldorf School. Here is Rudolf Steiner, not through the written word or lectures but in transcribed interaction that details the creation process. Participating in a work in progress, Steiner deals with an amazing array of problems, frustrations, successes and failures. His sleeves rolled up and his sight on a vision that he made a reality, Rudolf Steiner lays the foundations of Waldorf Education. This detailed look, behind the scenes, will interest not only teachers, but also parents and students: anyone who wants to know how a successful worldwide school movement arose.

The Curriculum of the Rudolf Steiner School .1975

Faculty Meetings with Rudolf Steiner Rudolf Steiner.1998-09 8 lectures, Stuttgart, June 12-19, 1921 (CW 302) In these eight talks on education for teenaged young people, Steiner addressed the teachers of the first Waldorf school two years after it was first opened. A high school was needed, and Steiner wanted to provide a foundation for study and a guide for teachers already familiar with his approach to the human being, child development, and education based on spiritual science. Steiner's education affirms the being of every child within the world of spirit. This approach works within the context of the child's gradual entry into earthly

life, aided by spiritual forces, and children's need for an education that cooperates with those forces. Some of Steiner's remarks may be controversial, but unbiased study will lead to an appreciation of the profound thought and wisdom behind what is presented here. German source: Menschenerkenntnis und Unterrichtsgestaltung (GA 302).

Transformational Teaching Mary Goral.2009-05 A picture book for all ages from painter Thomas Locker! Most of all, he thanked the wilderness for teaching him to see in a new way. In *Blue Mountains* is about the love of nature and the importance of beauty. It tells the story of an artist who sets out to explore wilderness and discovers a new way of seeing. Bewildered at first by the profusion of nature -- There are so many leaves, he could never paint them all! -- Gradually, he learns to see its wholeness and to trust his feelings. As he does so, he embarks on an adventure of learning: about light and shadow, the way color changes through the day, and how looking at nature leads to a new understanding of himself and the world. This illuminated story is set in America's first wilderness, the Kaaterskill Clove in Upstate New York, made famous by the Hudson River School of painters -- many of whose pictures are reflected in this book. Thomas Locker's *In Blue Mountains* is a personal, deeply moving testament to the power of beauty and art to nurture our children's natural love of the world. Indeed, it can inspire childlike wonder in people of all ages. *In Blue Mountains* is a wonder-filled book that makes a great gift for both children and adults. It contains 13 full-page, color reproductions of the artist's paintings of Kaaterskill Clove and the beautiful, blue Catskill Mountains.

The Educational Tasks and Content of the Steiner Waldorf Curriculum Martyn Rawson, Tobias Richter.2000-01-01 This book is a comprehensive overview of what is taught in Steiner-Waldorf schools, and why. As well as describing the content and methods of the Waldorf curriculum, this book provides a clear overview of the ideas behind the approach. It includes:-- a summary of the

ideas underpinning this unique form of education-- a survey of child development in relation to the curriculum-- a description of key elements in the Waldorf approach-- sections on evaluation and assessment-- self-management-- Early Years education-- a horizontal curriculum for Classes 1 to 12-- a vertical curriculum for each subject This handbook is indispensable for all Steiner-Waldorf schools and teachers.

Toward Wholeness Mary Caroline Richards. 2012-01-01 For Rudolf Steiner, life can be truly understood only if it is experienced as art is experienced, as inner activities expressed through physical materials. On this ground of the union of inner experience and sensory life, he developed his unique, holistic approach to education. Richards views Steiner schools as expressing a new educational consciousness appropriate for our time, a grammar of interconnections among scientific observational, artistic imagination, religious reverence, and practical activity in which every part bears a deep connection.

Discussions with Teachers Steiner, Rudolf, Giddens, Craig. 1997-03-01 For two weeks, prior to the opening of the first Waldorf school in Stuttgart, Rudolf Steiner intensively prepared the individuals he had chosen to become the first Waldorf teachers. At 9:00 a.m. he gave the course now translated as Foundations of Human Experience; at 11:00 a.m., Practical Advice to Teachers; and then, after lunch, from 3:00 p.m. to 6:00 p.m., he held the informal discussions published in this book. The tone is spontaneous and relaxed. Steiner does not prescribe specific methods but introduces topics and situations, giving guidelines and allocating practical assignments that are taken up and discussed in the next session. In this way, the discussions are filled with insights and indications in many different areas of teaching - history, geography, botany, zoology, form drawing, mathematics. Speech exercises are included. This edition also includes, for the first time in English, three very important lectures on the curriculum given on the day before the school

opened. These fifteen discussions constitute an essential part of the basic training material for Waldorf teachers. German source: *Erziehungskunst* (GA 295).

Education Towards Freedom Frans Carlgren.2008 The seminal work on Steiner-Waldorf education which has helped establish it throughout the world. *Education Towards Freedom* was first published in 1976, and since then has sold over ten thousand copies in English. When it appeared, there were around 100 Steiner-Waldorf schools throughout the world; now there are almost 1000 schools worldwide, as well as many separate playgroups and kindergartens. During this time, Steiner-Waldorf education has become increasingly known in the mainstream, and increasingly valued for its alternative approaches to children's learning and development. The great breadth and richness of the approach is what has attracted so many parents to its schools and books like *Education Towards Freedom* have helped them make the informed choice to take a different route for their children. The book covers all aspects of Steiner-Waldorf education and divides it into the pre-school years, the first eight years (starting about age seven), and the last four years (from 14 to 18). There are also sections on the rhythm of the day, specific subjects, the use of textbooks, and school in the modern world.

Understanding the Steiner Waldorf Approach Janni Nicol, Jill Tina Taplin.2017-09-18 This fully revised edition of *Understanding the Steiner Waldorf Approach* is a much needed source of information for those wishing to extend and consolidate their understanding of the Steiner Waldorf early childhood approach. It enables the reader to analyse the essential elements of the Steiner Waldorf Approach to early childhood and its relationship to quality early years practice. Covering all areas of the curriculum including observation and assessment, child development, play, repetition and the environment, this new edition has been updated to reflect recent curriculum changes and explore the influence of media and technology. Including a new chapter on expanding the

Steiner Waldorf approach to work with children from birth to three, the book: describes the key principles of the Steiner Waldorf approach to early childhood with examples from Steiner settings; provides an accessible and objective overview of a key pedagogical influence on high quality early years practice in the United Kingdom; highlights the key ideas that practitioners should consider when reviewing their own practice; contains summaries of key points and reflective practice questions to help students and practitioners engage with the ideas in the book. can be used as the basis for continuing professional development and action research. Written to support the work of all those in the field of early years education and childcare, this text is essential reading for students, practitioners, leaders, managers and all those wanting to improve their early years practice.

Steiner Education in Theory and Practice Gilbert Childs.1991

Rudolf Steiner is perhaps most widely known as the founder of the Waldorf schools and for his challenging and innovative ideas on children's mental development and education. What these ideas are and how they are put into practice are not so well known. Steiner (Waldorf) Education is a clear exposition of Steiner's view of the child as a developing personality based on body, soul, and spirit. It describes the stages of the child's development and gives a detailed account of the Steiner/Waldorf school curriculum and teaching methods. It will be useful both to those already involved with Steiner/Waldorf schools and also to anyone who wants to learn more about this well-established alternative to the state educational system.

Adventures in Steiner Education Brien Masters.2005 An internationally acknowledged authority in Steiner education, Brien Masters has worked for decades as a teacher in both public and Waldorf schools, and has served as a teacher trainer, consultant, writer and lecturer. In *Adventures in Steiner Education*, he draws on his rich and varied experience to paint a vivid picture of Waldorf education in practice. Spicing the text

with many personal stories and anecdotes, he brings to life the theory behind this increasingly popular educational approach, from the early years through to the Lower and Upper Schools. This lively book serves not only as an informative and entertaining introduction, but also as a helpful refresher course for those seeking to become fully acquainted with the basic principles of Steiner Education.

The New Art of Education Rudolf Steiner.1928

Education for Special Needs Rudolf Steiner.2014 'Essentially we do not really have the right to talk about normality or abnormality in a child's inner life, nor indeed in the inner life of human beings altogether... One does not gain much from such labelling, and the first thing to happen should be that the physician or the teacher rejects such an assessment, and goes further than saying that something is clever or sensible according to the way people are habitually thinking.' - Rudolf Steiner Speaking in 1924, when general attitudes to people with special needs were far from enlightened, Rudolf Steiner gave this seminal course of lectures to a small group of teachers and doctors as a fundamental basis for their future work. In the cultural context of the time, regressive ideas such as Social Darwinism and Eugenics were not only tolerated but popular (some 15 years after these lectures were delivered, the Nazis were to initiate their so-called 'euthanasia' programme). In contrast, Steiner - who as a young man had successfully tutored a boy with special needs - was devoted to the progressive task of special education and, in the words of one of those present, '...gave the course with pleasure and satisfaction'. In the twelve lectures, Rudolf Steiner describes polarities of illness and derives courses of treatment from a comprehensive analysis. He considers many individual cases in detail and gives indications on therapeutic exercises, diet and medicine. The 'I' (or self), he states, relates directly to the physical body, and spirit and soul need to be taken into consideration when making diagnoses. Throughout the course

Steiner gives valuable advice regarding the educator's own development, emphasizing the need for enthusiasm, humour and courage. As with Steiner's lectures on agriculture, which stimulated the birth of the worldwide biodynamic movement, this single course has had a huge international impact, inspiring the founding of hundreds of schools and communities for people with special needs - encompassing both the Camphill and Steiner special education movements. Revolutionary in its approach, the far-reaching perspectives of these lectures are a living source of inspiration to both professionals in the field and parents and others seeking spiritual insight. This new edition features a fresh translation, introductory material, notes, colour plates and an index.

The Curriculum of the Rudolf Steiner School Roy

Wilkinson.1994

Discussions with Teachers Rudolf Steiner.1997-03 For two weeks, prior to the opening of the first Waldorf school in Stuttgart, Rudolf Steiner intensively prepared the individuals he had chosen to become the first Waldorf teachers. At 9:00 a.m. he gave the course now translated as Foundations of Human Experience; at 11:00 a.m., Practical Advice to Teachers; and then, after lunch, from 3:00 p.m. to 6:00 p.m., he held the informal discussions published in this book. The tone is spontaneous and relaxed. Steiner does not prescribe specific methods but introduces topics and situations, giving guidelines and allocating practical assignments that are taken up and discussed in the next session. In this way, the discussions are filled with insights and indications in many different areas of teaching - history, geography, botany, zoology, form drawing, mathematics. Speech exercises are included. This edition also includes, for the first time in English, three very important lectures on the curriculum given on the day before the school opened. These fifteen discussions constitute an essential part of the basic training material for Waldorf teachers. German sourc: Erziehungkunst (GA 295).

Rudolf Steiner's Curriculum for Waldorf Schools Emil August Karl Stockmeyer, Rudolf Steiner, Stephen Cradock, Roland Everett-Zade, Steiner Waldorf Schools Fellowship. 2001-04-01 This book is an in-depth exploration of the curriculum of the first Waldorf school, expanding on the original 'Lehrplan'. Divided into sections, the book outlines Steiner's comments on schools and lessons in general, as well as many details on his thinking on specific issues ranging from different age groups to classroom decoration and arrangement. This important book for all Steiner-Waldorf teachers gets to the heart of Steiner's ideas on education and child development.

Curriculum of the First Waldorf School Caroline von Heydebrand. 1972

Rudolf Steiner's Curriculum for Waldorf Schools Emil August Karl Stockmeyer. 1985

An Introduction to Steiner Education Francis

Edmunds. 2013-04-02 To educate youth ... is to ennoble the mind, to fire the imagination, to fortify the will and to quicken initiative for life.' So writes Francis Edmunds in this inspiring, authoritative and popular introduction to Steiner (Waldorf) Education. Rudolf Steiner's educational system, well established and respected on the European continent, is gradually spreading internationally. Its radical principles, based on a view of the human being as composed of body, soul and spirit, allows for a truly holistic and balanced education that nourishes the whole child. The author explains in a clear, lively style many aspects of Steiner's educational theory, in particular the three stages of childhood development and how the Waldorf curriculum allows for a healthy understanding, nurturing and support of these phases. The role of the class teacher, the 'main lesson', temperaments, attitudes to discipline, competition and examinations are all discussed, and answers given based on the author's many years of rich and varied experience as an educator of both children and adults. This volume is an excellent introduction to the theory and practice of

Steiner education, both for teachers or educationalists who would like to know more about Steiner's ideas, and for parents thinking of sending their child to a Waldorf school.

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