



THE  
CHILD  
AT THE  
CENTRE

SVEN SAAR

INTERNATIONAL  
CAMPUS  
WALDORF

intent – implementation - impact



# WHAT IS EDUCATION FOR?

intent



creating subjects.

intent





creating believers.

creating winners.



intent

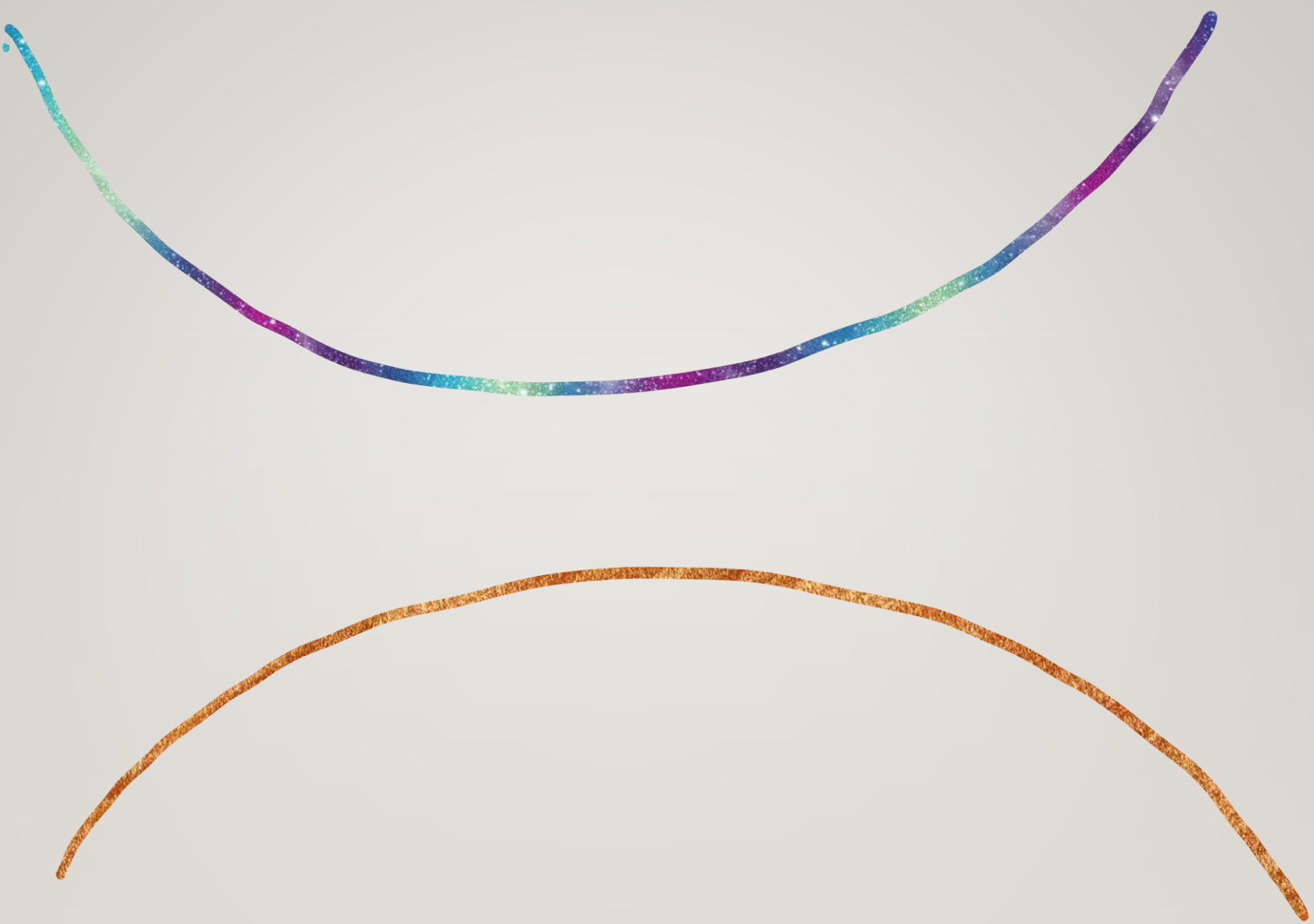
# Creating an Environment.



intent

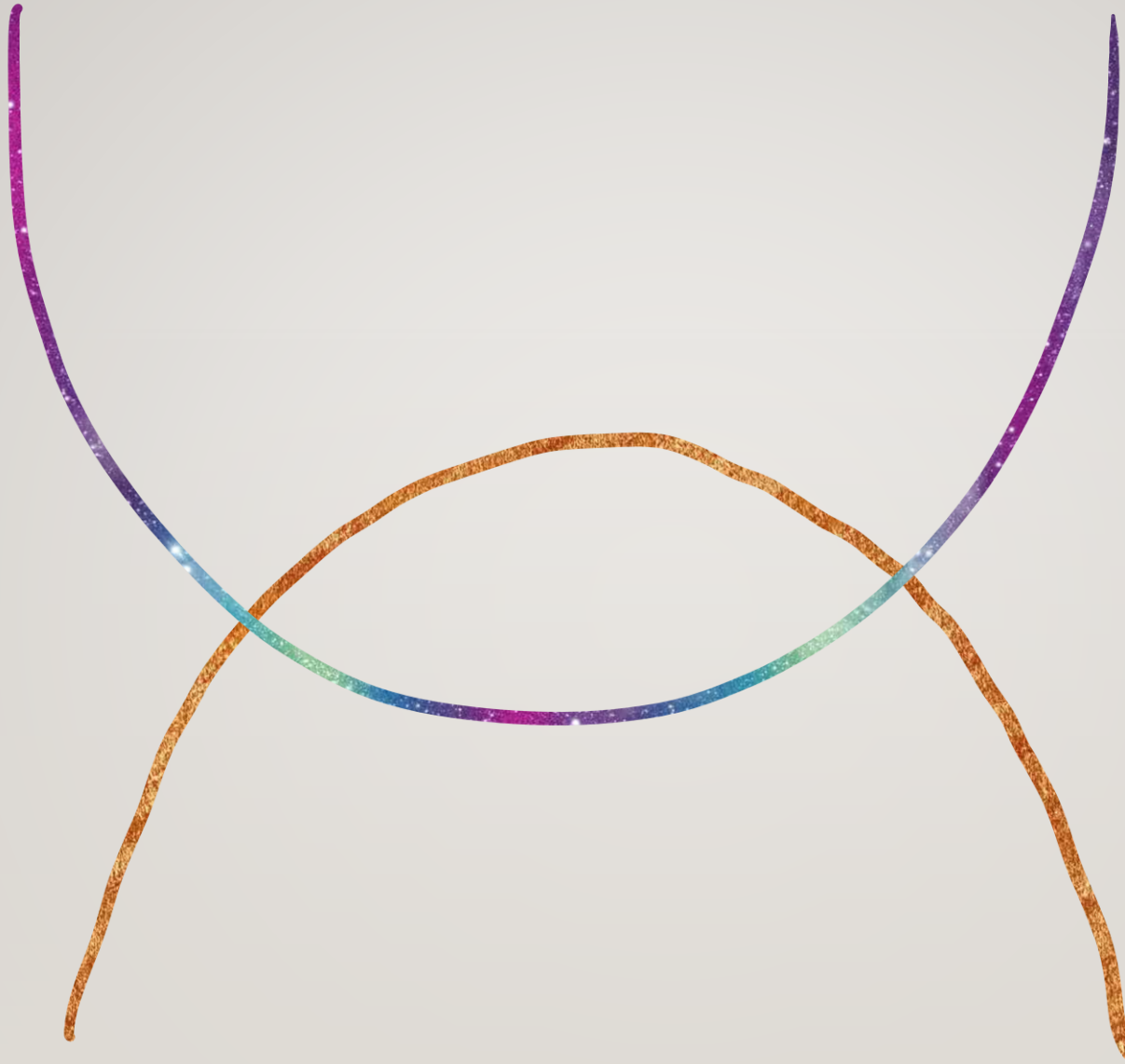
Rudolf Steiner  
The First Teachers' Course  
Anthropological  
Foundations  
Methods of Teaching  
Practical Discussions





intent





intent

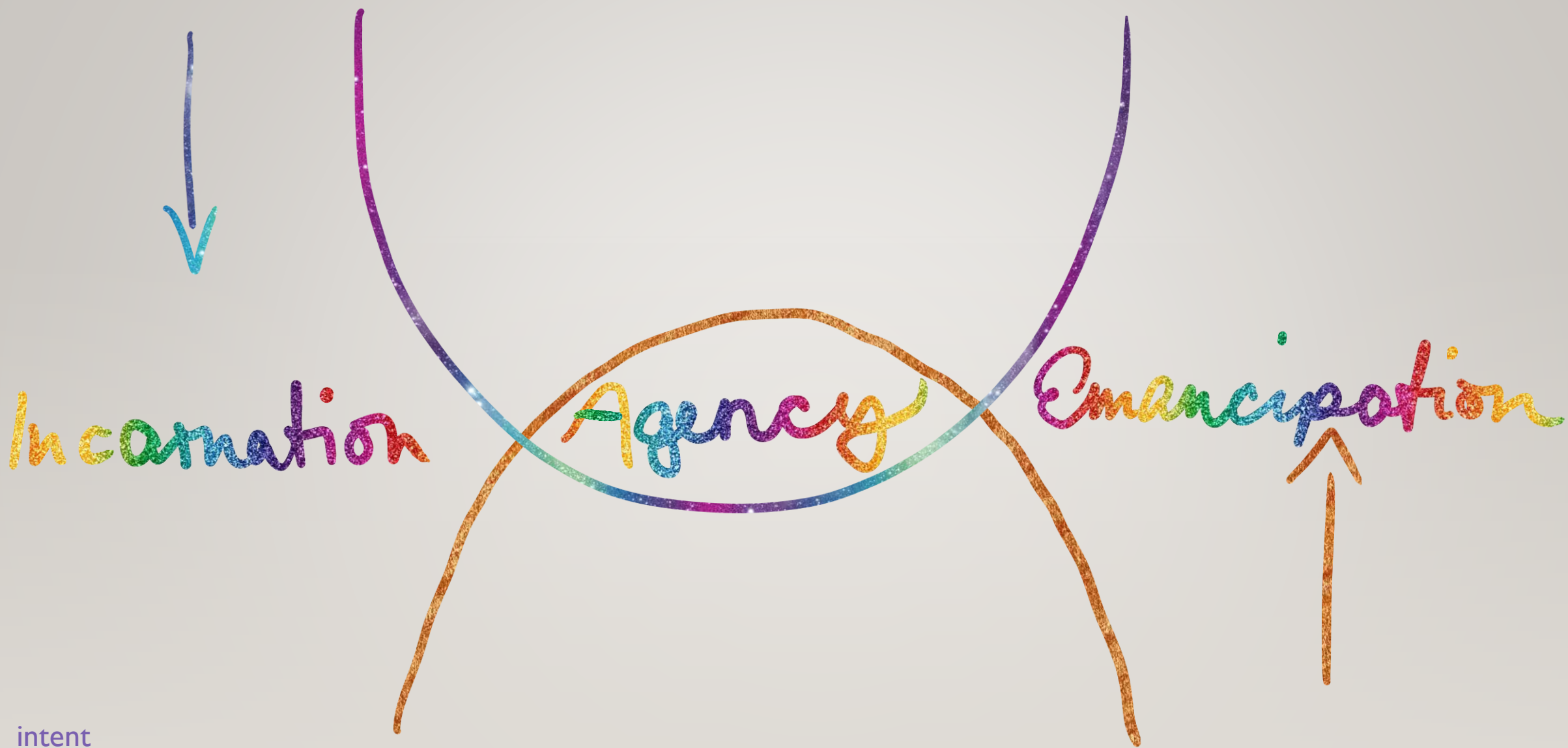


SPIRIT



BODY

intent

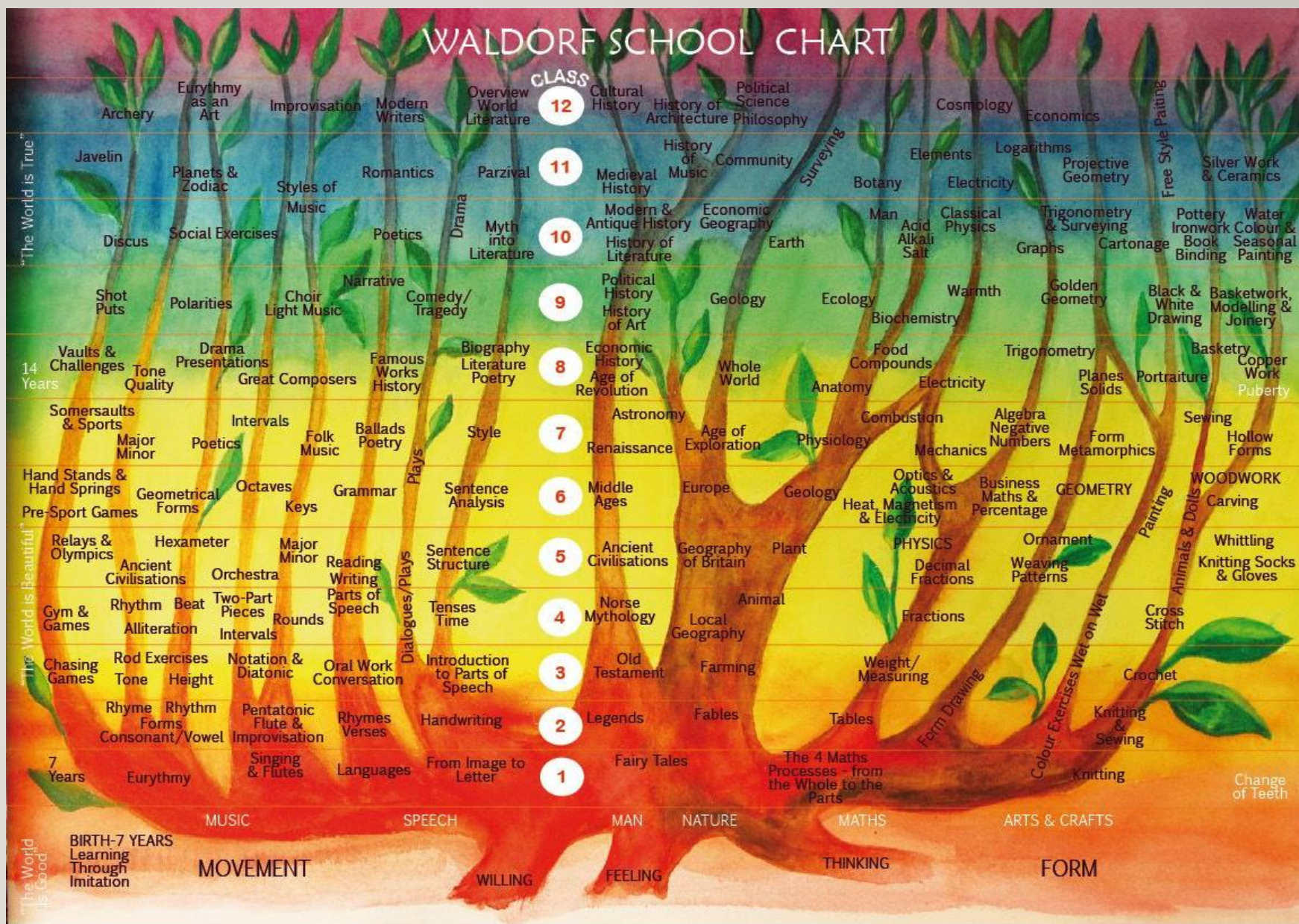


intent

intent – implementation - impact



Is this the answer?



implementation

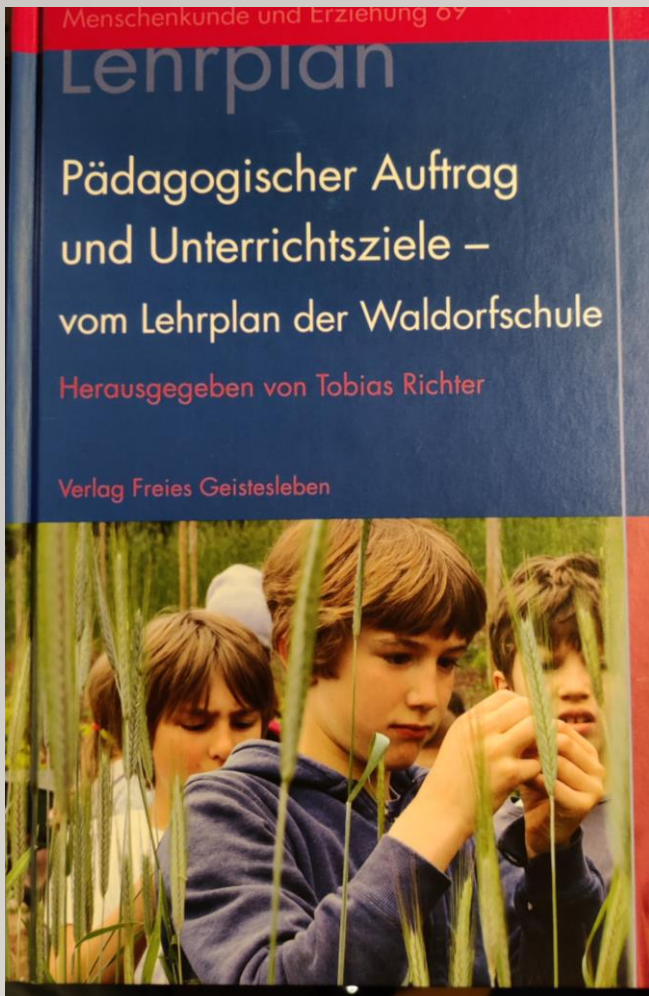
# Traditional Waldorf Content

## Innovative Waldorf Curriculum

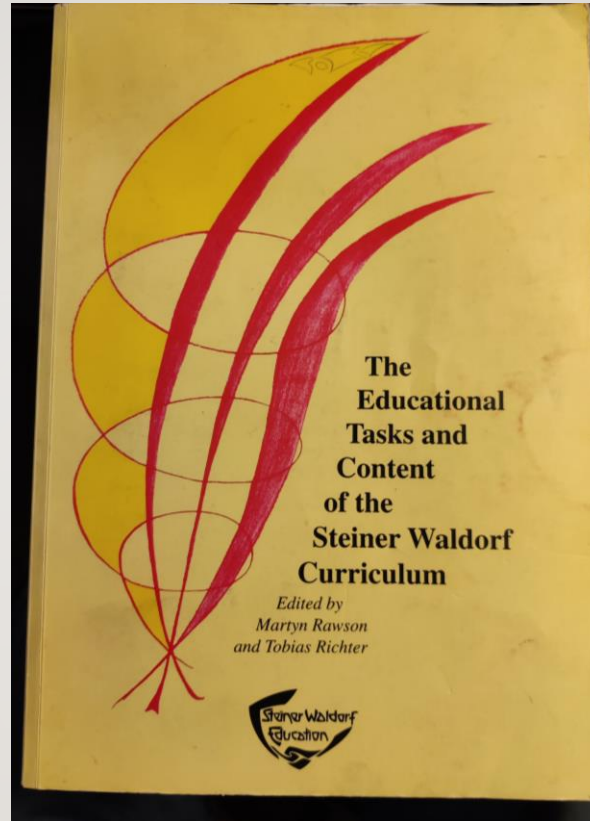
Are we asking the right  
question?

implementation

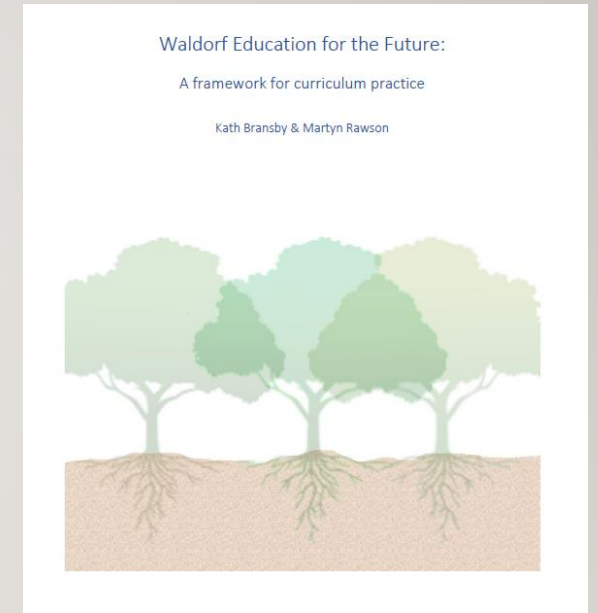




700 pages



220 pages



45 pages



individuation

qualification

socialisation

Gert Biesta

implementation





individuation

qualification

socialisation

implementation

individuation

qualification

socialisation

INCARNATION

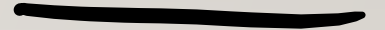
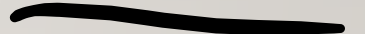
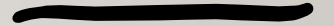
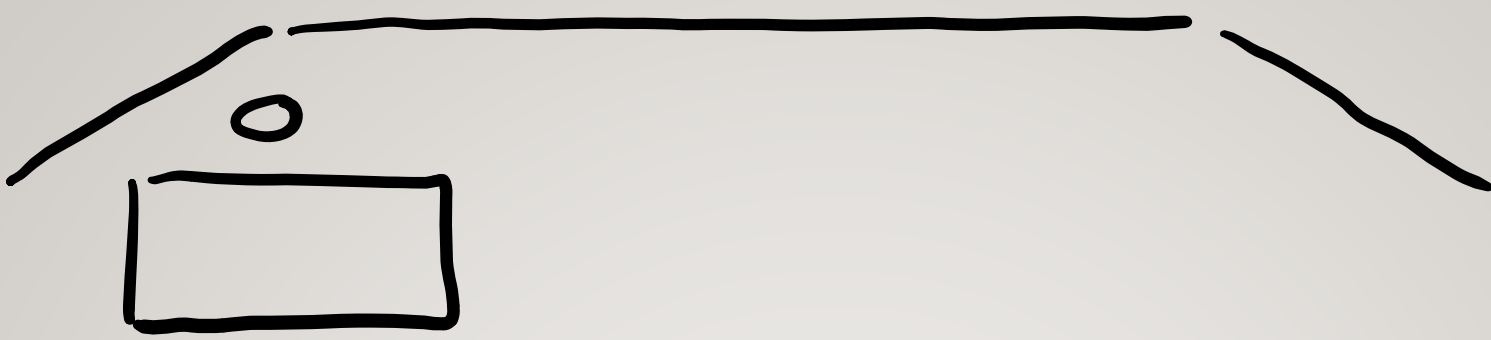
AGENCY

FREEDOM



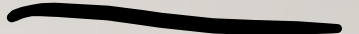
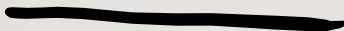
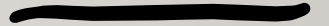
implementation





implementation





*The sage on the stage.*

implementation

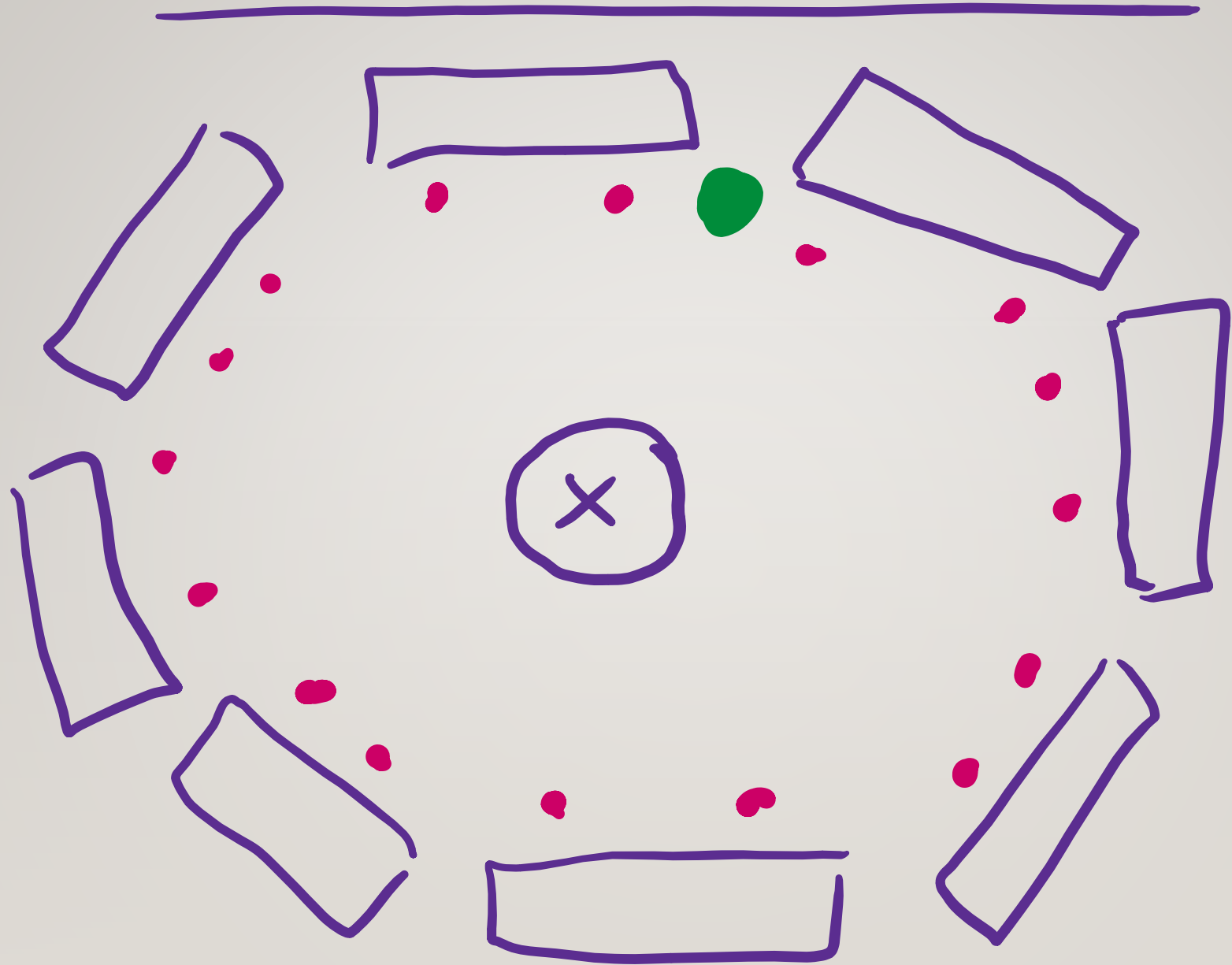




The Guide  
by your side.



implementation



implementation





Conclusion – Judgment – Concept

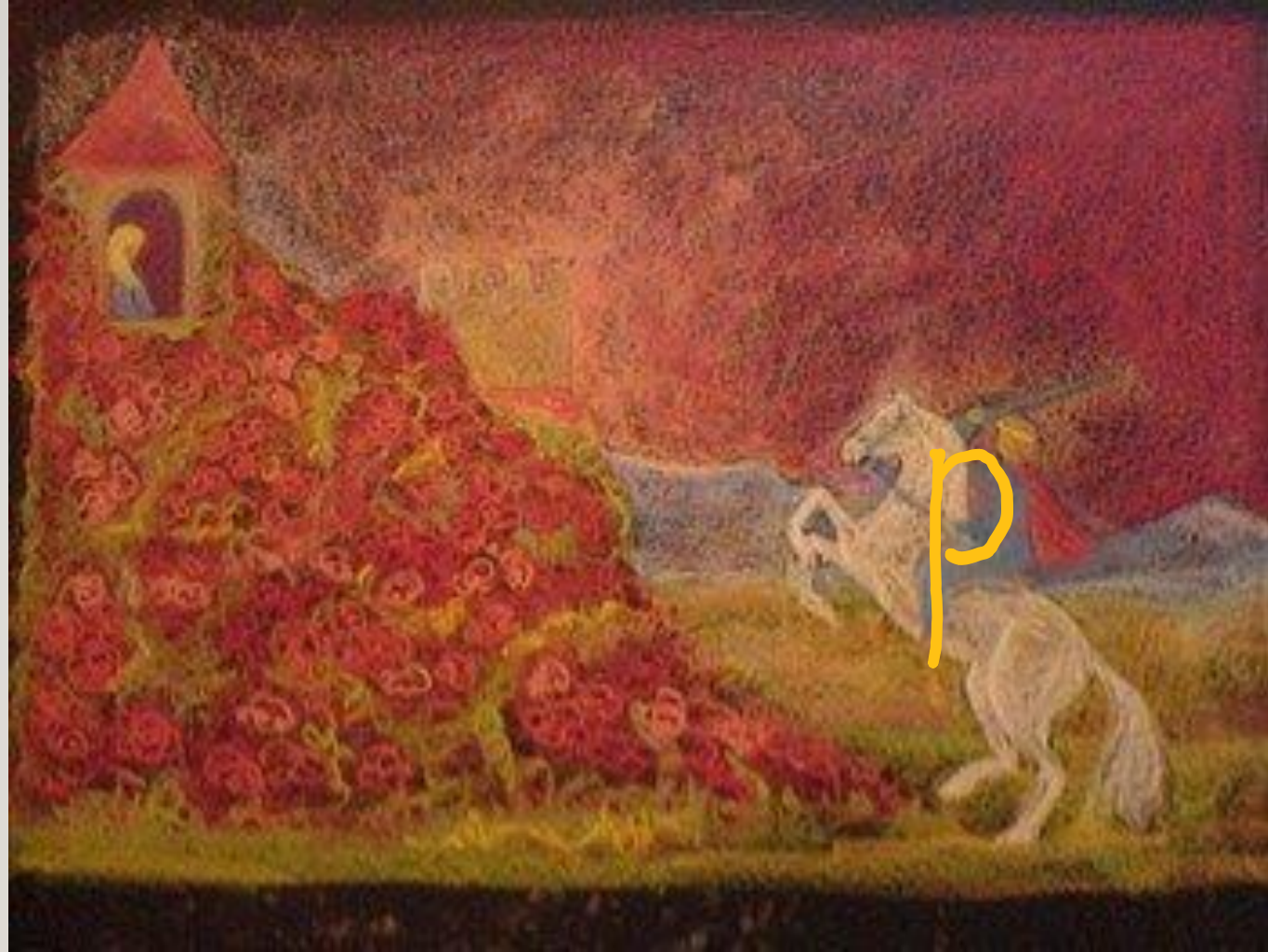
Experience – Context - Ownership

I experience it!

I move it around.

It becomes mine!

implementation



implementation



pis of

pop

poop

pinis

implementation

**Curriculum** refers to the totality of what students experience during the educational process, including both the explicit and hidden or tacit dimensions.

Thus, curriculum includes the school culture, the learning environment, relationships and community as well as what is taught and when and how it is taught.

Learning situations are arranged in which certain learning processes can occur that serve **socialisation, qualification and the individuation process.**

Bransby, Rawson, 2020

implementation



“Learning situations are arranged...”

Implies a very different gesture from “Content is delivered”.



The guide is more important than the guidebook.

implementation



intent – implementation - impact



# Three levels of learning:

## Learning times tables:

**Surface learning:** can I memorise the actual number sequence?

**Deep learning:** does it become reliable and sustained?

**Transferable learning:** can I use this skill in a different context?

...and how does the teacher assess progress on all three levels?

## Testing pupils:

From what age do you test systematically?

What are you hoping to learn?

What is the benefit for the pupils?

Is a test an opportunity for pupils to demonstrate their knowledge and skills?



## Testing pupils:

Looking at it from the **perspective of the learner**: How do I best demonstrate my increased skills and knowledge?

1. Involve the pupils in designing tests! Announce that there will be a final opportunity for them to demonstrate what they have learned, and invite them to submit questions and suggestions as to how that should be done.
2. Allow pupils to have access to their note books during the test. At least most of the time. After all, that is the purpose of taking notes! Why create a system if we then don't use it?
3. Ask open questions that allow pupils various ways of answering: the opposite of a multiple choice where you have predefined their success.
4. Value and encourage their ability to transfer knowledge.



## + The Human Values Framework

### Behaviour for Learning

Children follow instructions promptly, with thought and care.

Children show respect and good manners, especially to those in a position of responsibility.

Children allow others to learn.

### Care and Presentation

Children take pride in producing their best effort. They care for their work and present it neatly, beautifully and reverently.

### Concentration and Effort

Children can maintain focus on an activity for a period of time. They are not easily distracted, and pay attention to details. Children try hard to complete tasks they are given.

### Confidence and involvement

Children show high levels of energy and fascination. They initiate activities, and take a risk by engaging in new experiences. Children show satisfaction in meeting their own goals, and are proud of how they accomplish something, not just the end result. They enjoy meeting challenges for their own sake rather than external rewards or praise.

### Leadership Skills

Children review how well an approach worked. They plan, making decisions about how to approach a task, solve a problem and reach a goal. They check how well their activities are going and change strategy as needed. They work collaboratively with others and find new ways of doing things.

### Resilience and Perseverance

Children persist with an activity when challenges occur. They show a belief that more effort or a different approach will pay off. They bounce back after difficulties.

### Respect and Kindness

Children show regard for the feelings wishes or rights of others. They are guided to acknowledge other people as human beings of equal value. Children show an attitude of politeness, helpfulness and respect for others and especially those in positions of responsibility.

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## PITA 'On Track' descriptors for the Human Values Framework

(PITA: Point In Time Assessment)

Score	The child demonstrates the characteristics:
1 (Well Below)	Never
2 (Cause for Concern)	Occasionally
3 (Emerging)	Sometimes
4 (Expected)	Often
5 (Exceeding)	Frequently
6 (Well Above)	Always

## A possible structure for evening preparation

- Tuning the instrument
- Systematic but brief contemplation of all the children one by one
- Administrative work
- Review today's lessons
- Plan tomorrow's lessons
- Meditate on selected children
- Finish decisively

*...and then the night.*



## A teacher's thoughts for their children

Rudolf Steiner

You, who out of Spirit's brightness  
Now descend to the dimness of earth,  
You face challenge and resistance  
to reveal the spirit's radiance,  
to let flame the spirit's warmth,  
to obtain the spirit's strength –

Let my love sustain and warm you:  
Radiant thinking,  
Tranquil feeling,  
Healing will,

That, rooted in the heights of spirit,  
working in the earthly realms,  
you may grow to serve the Word:

Enlightening minds,  
Enabling love,  
Strengthening the whole of existence.

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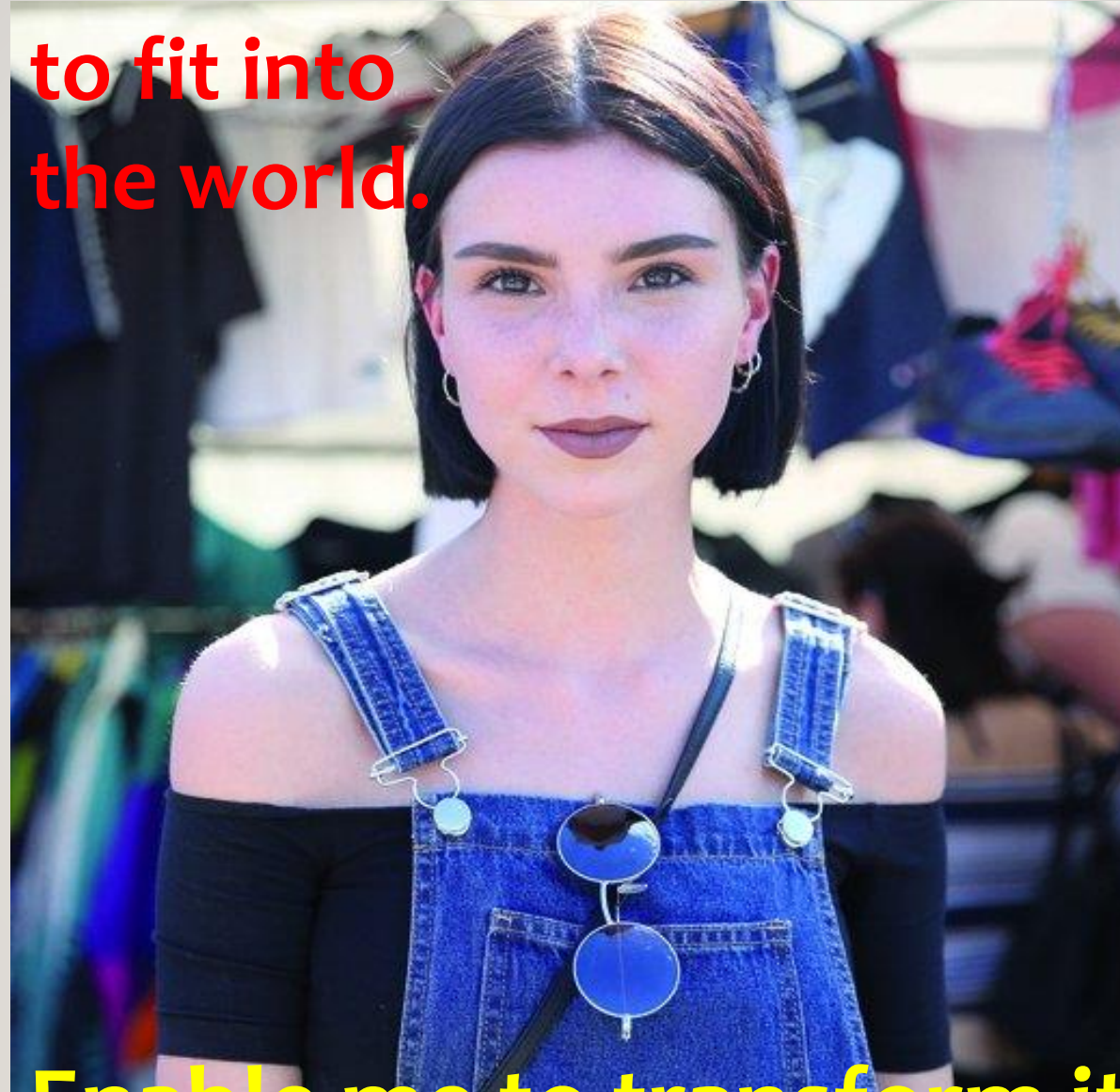
inspiration

imagination

intuition



**Don't educate me  
to fit into  
the world.**



**Enable me to transform it!**