

How can Waldorf education around the world meet the challenges of the times and at the same time renew itself without losing contact to its roots and origins?

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International Campus Waldorf

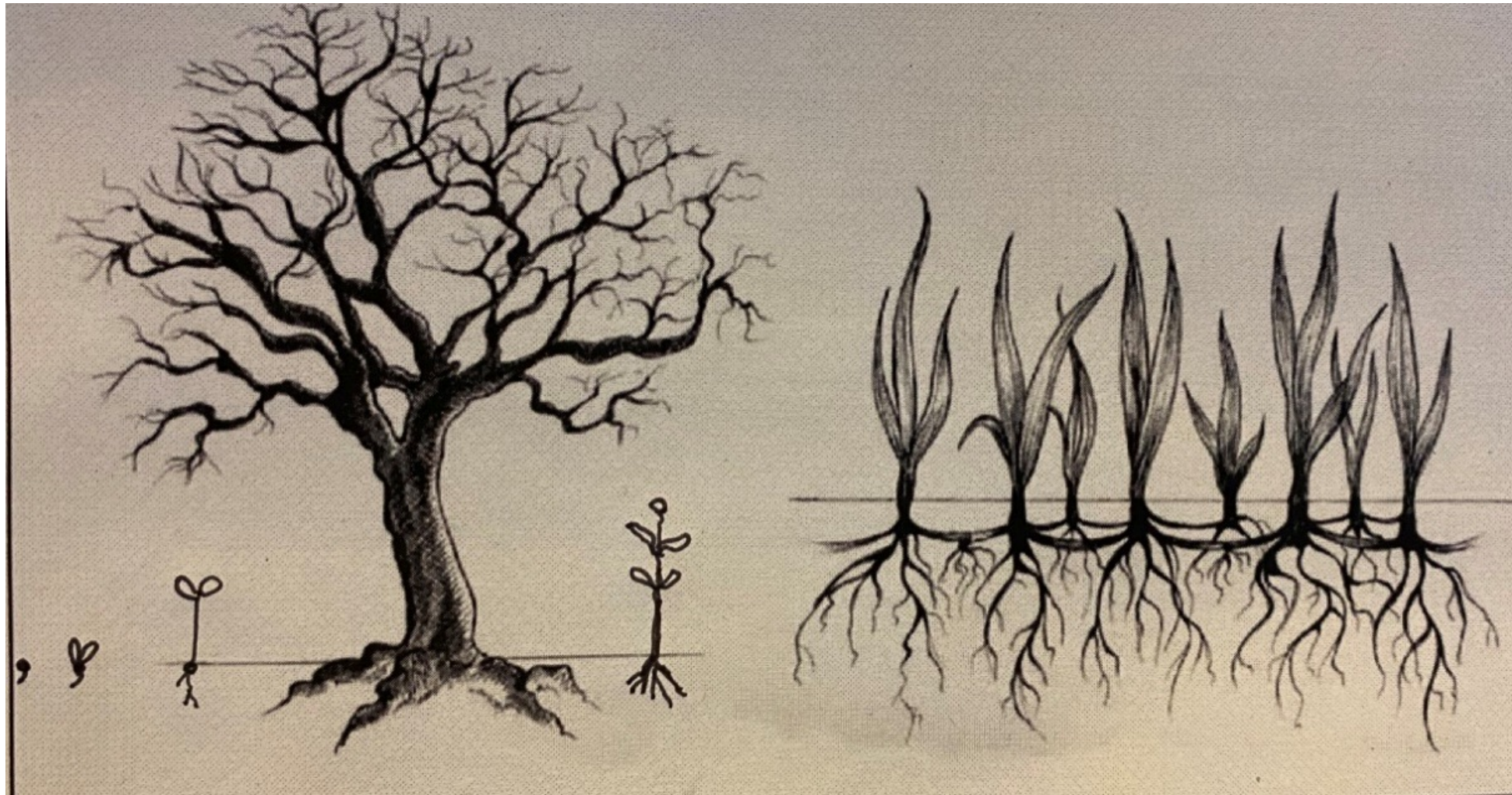
December 2022

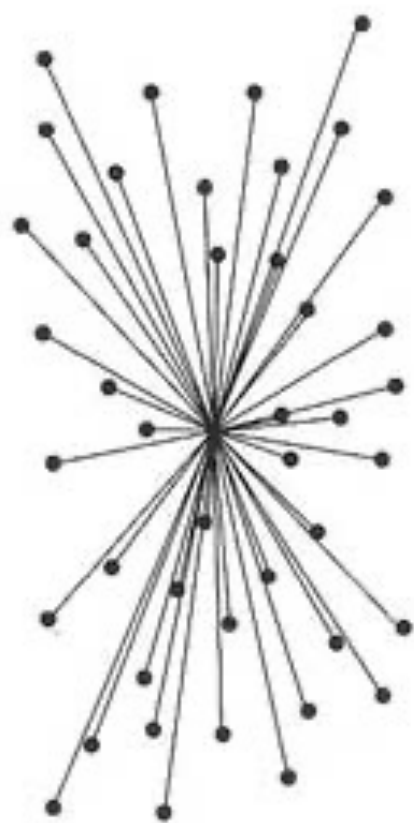
What needs to be done: 1

find a new relationship
to Steiner and the
historical origins of
Waldorf

change the narrative

What kinds of roots; arboreal or rhizomic?





Centralisation



Régionalisation



Rhizome

Origins myth

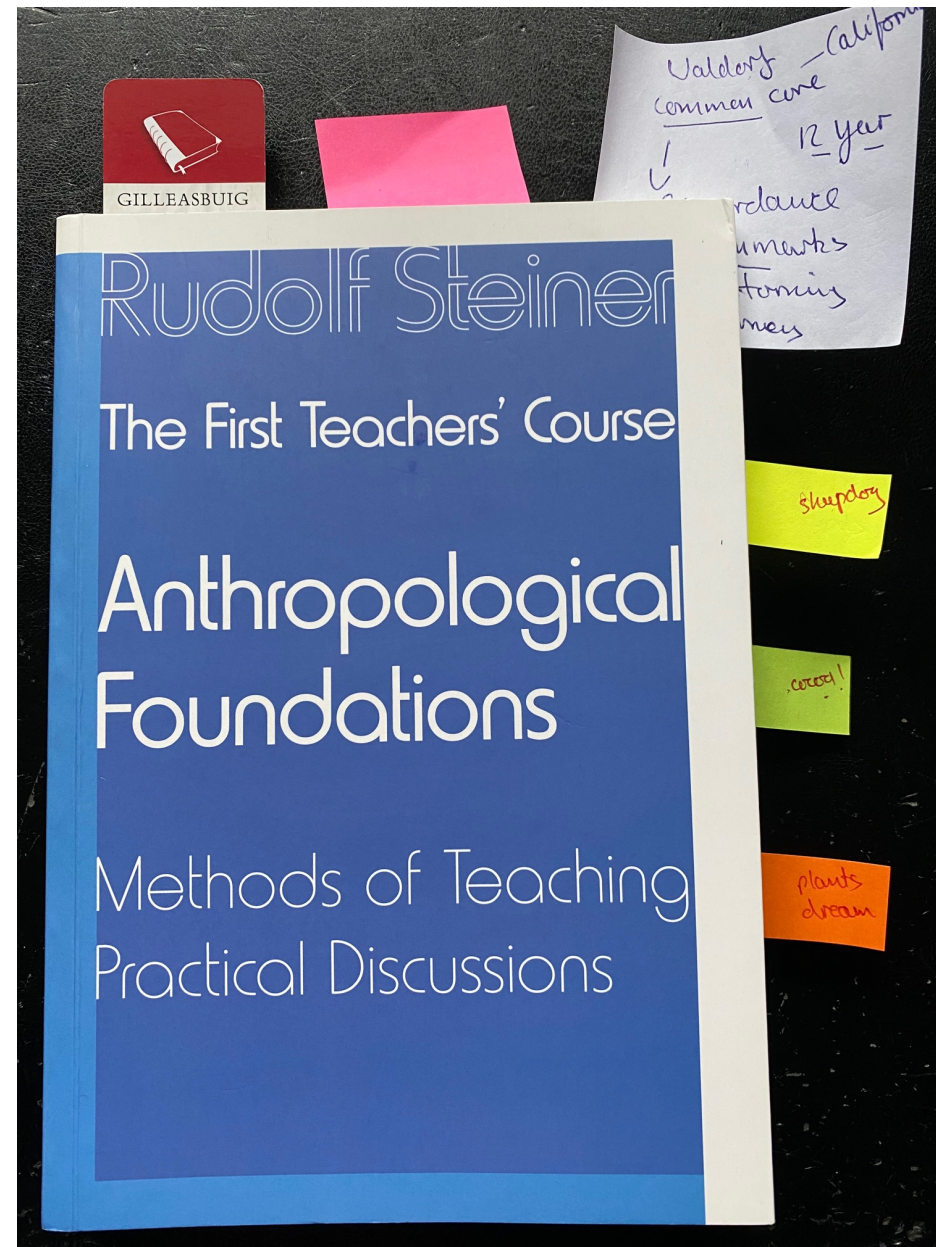


2: find new names (not just old wine in new bottles)

- develop and disseminate a contemporary theory of Waldorf education that is post-Steinerian (i.e. draws on *Waldorf* Steiner and distances itself from the rest),
- and other relevant and compatible ideas (multi-perspective),
- and engages critically with the Waldorf tradition



3. New ways of working with the foundations



e.g. Generative principles

- Based on the foundations Steiner identified a number of generative principles as heuristics for developing practice



Generative principle number 1

Waldorf takes the spiritual
dimension seriously



Generative principle number 2

There are preconditions for
learning:
the learner needs to feel -
safe, seen, heard, recognized,
accepted, relaxed and alert



Generative principle number 3

Learning is a rhythmical
process:

taking in, forgetting &
processing, recalling, making
sense, making meaning,
applying



Generative principle number 4

Teaching economy:

maximum content, minimum
time and means, BUT so that no
child loses the overview,
because that would weaken the
child's health creating forces



Generative principle number 5

Teach for resilience

So that each child feels the
tasks she has to engage with
are usually:

comprehensible

manageable

meaningful



Generative principle number 6-18

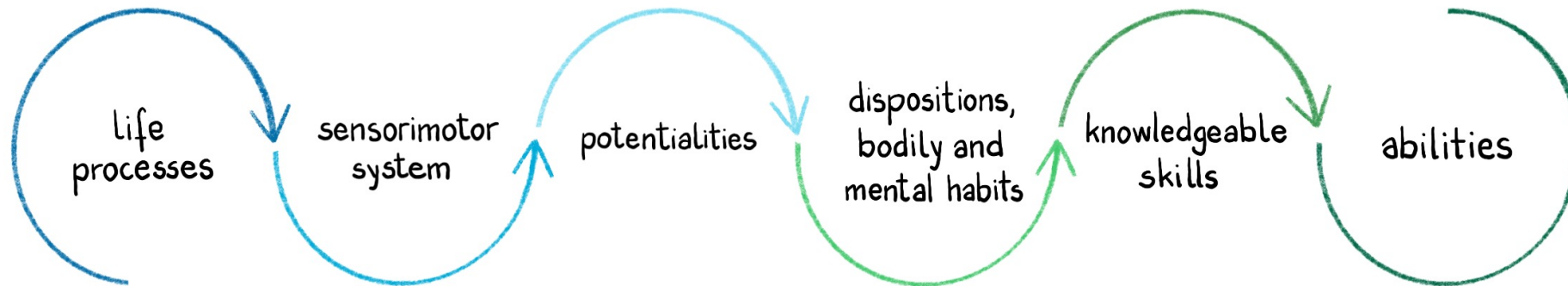
And many others

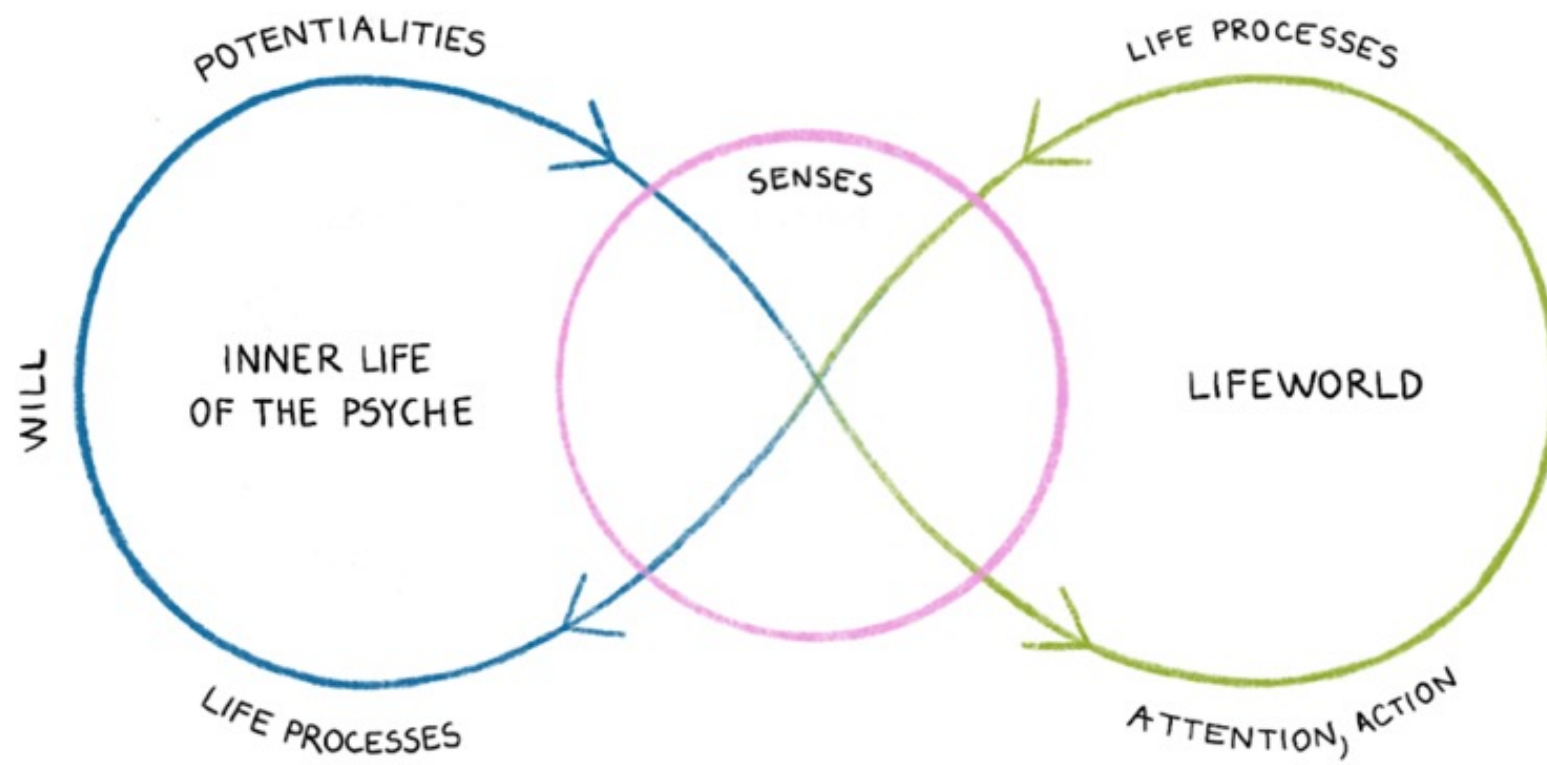


Rediscover the senses

senses that mediate (primarily) internal state of the body	senses that mediate the outer world	senses that mediate the other person
touch/ somatosensory system	smell	hearing
interoception/sense of wellbeing	taste	speech of the other person
proprioception/self movement	sight	thought of the other person
balance	temperature/ thermoregulation	the other person as a self

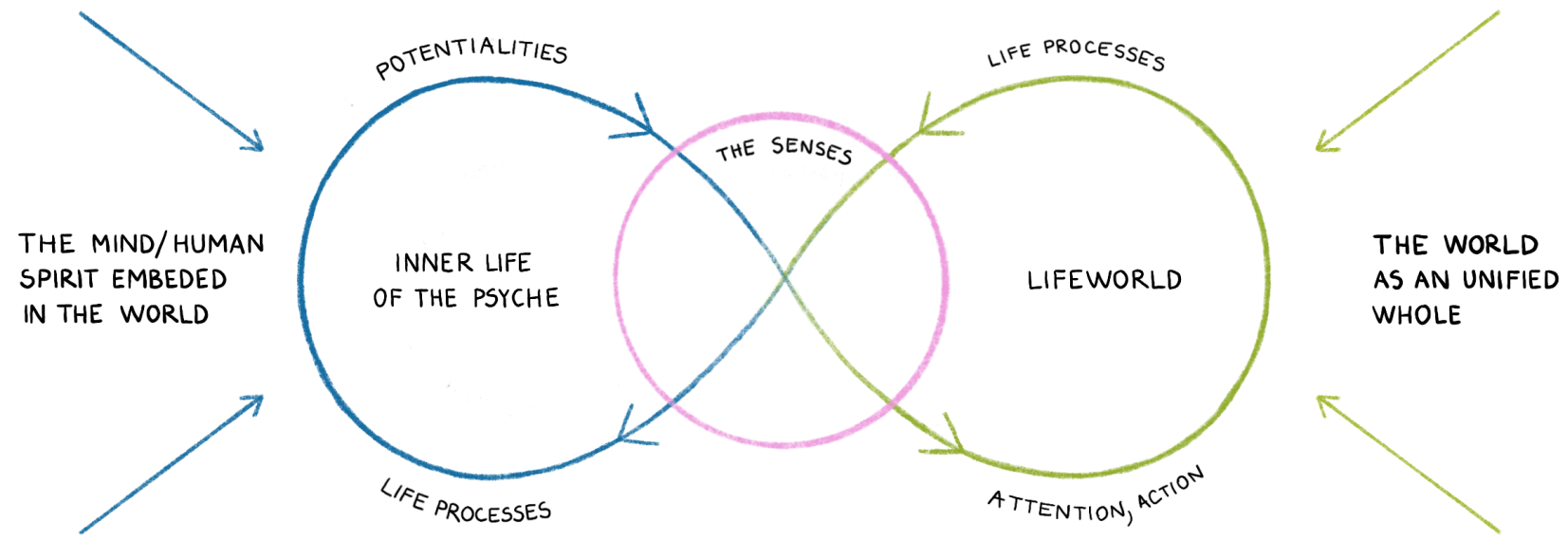
Educating the will



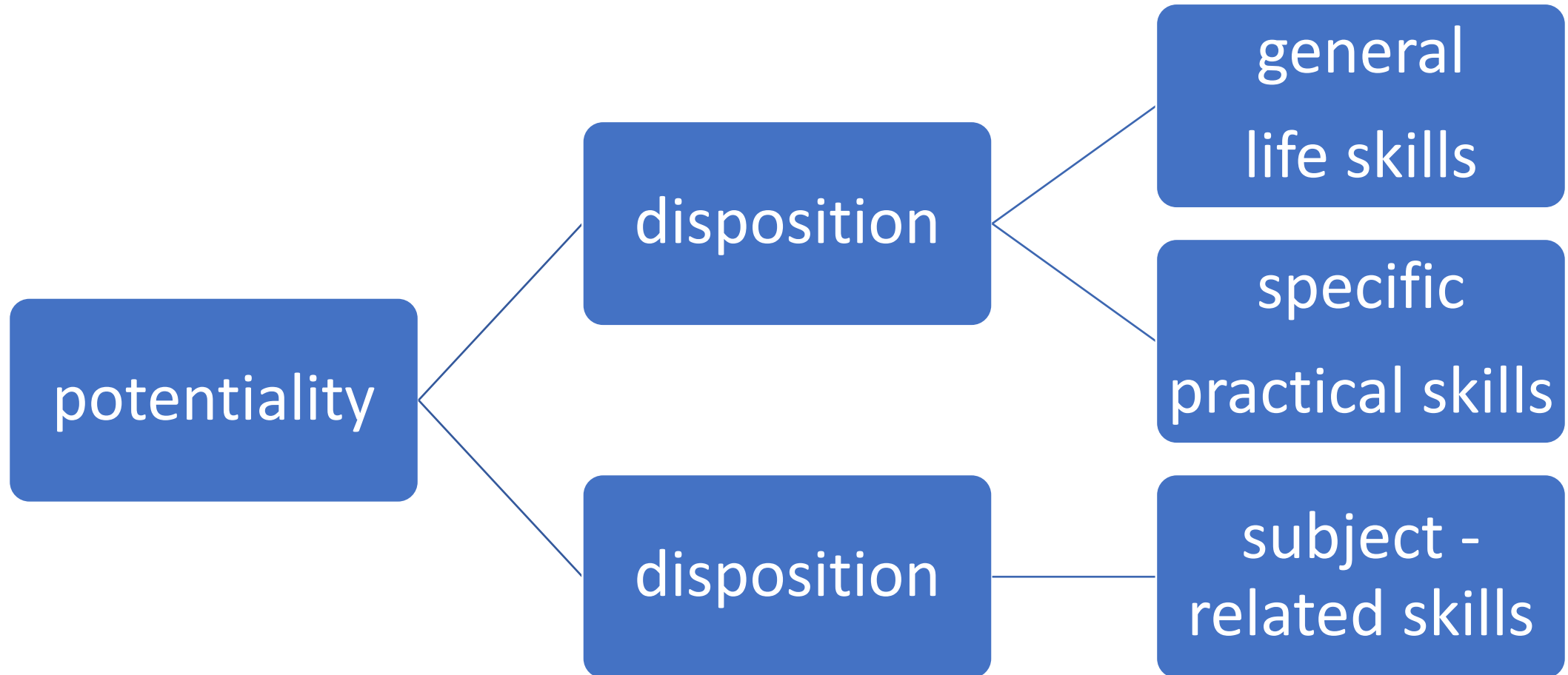


Potentialities

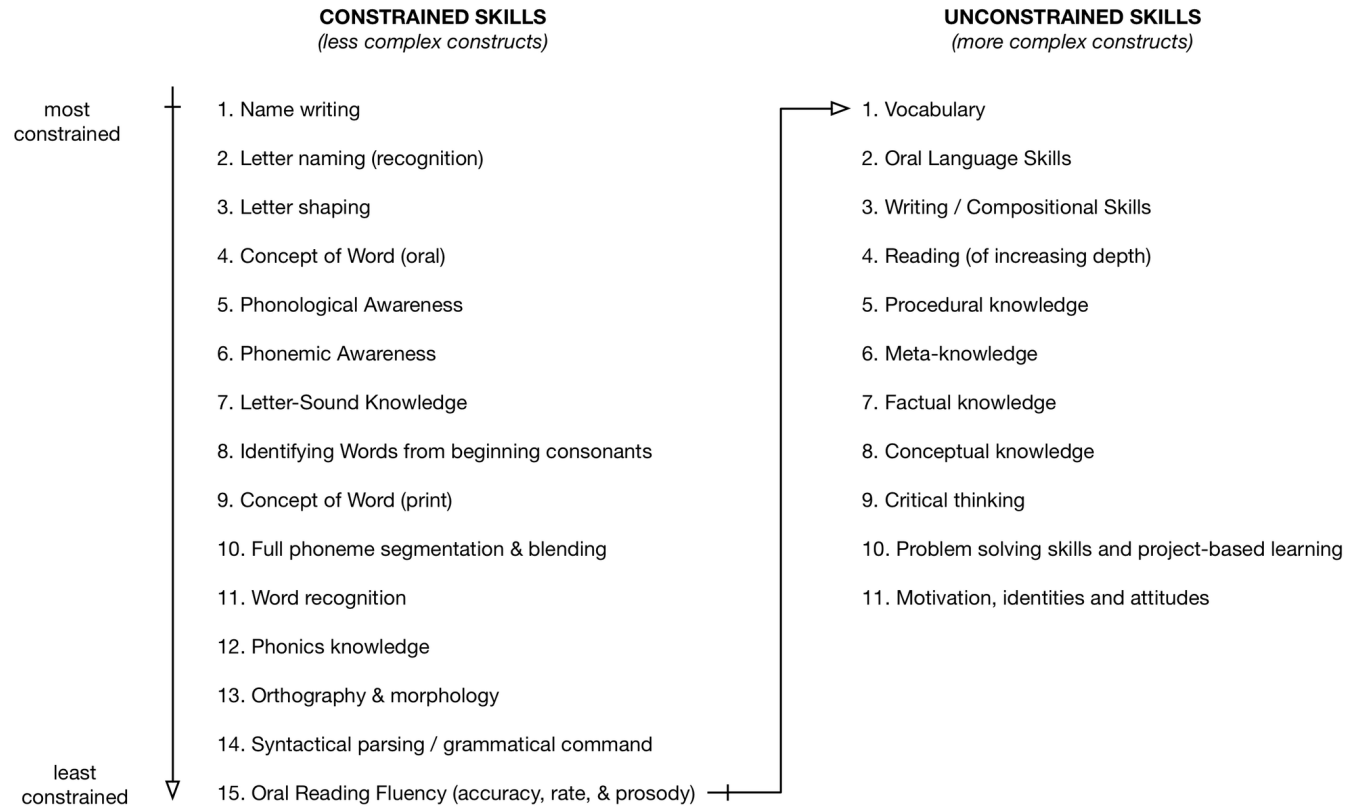
Primary potentialities	Secondary potentialities	Tertiary potentialities
moving /doing/making	empathy	holistic thinking, spirituality
noticing/ inquiry	imagining, intuiting, sensing,	learning to learn
language, communication, and orality	literacy	democratic capability
wellbeing/sense of coherence	aesthetics	making judgements



Skill = knowledgeable action with purpose



Skills continuum: constrained skills – unconstrained skills e.g. literacy



4. Drawing on other educational theories



Some other compatible educational theories

- Social learning theory (Dewey, Vygotsky, Rogoff, Dreier, Lave, Wenger etc.)
- Phenomenological educational theory (Eisner, Meyer-Drawe, Biesta)
- Psychological learning theory (Bruner, Gardiner, Kegan)
- Sociological theory (Foucault, Bourdieu, Bauman, Hurrelmann, Rosa)
- Performative & feminist theory (Butler, Fischer-Lichte
- etc.

5. Ensure that teaching is artistic, aesthetic and...be able to explain why this is important



5. Use forms of pedagogical assessment that support learning, e.g.

- diagnostic assessment
- assessment of group work
- assessment of performative activities
- self-evaluation
- peer-evaluation
- formative assessment (e.g of zone of proximal development)

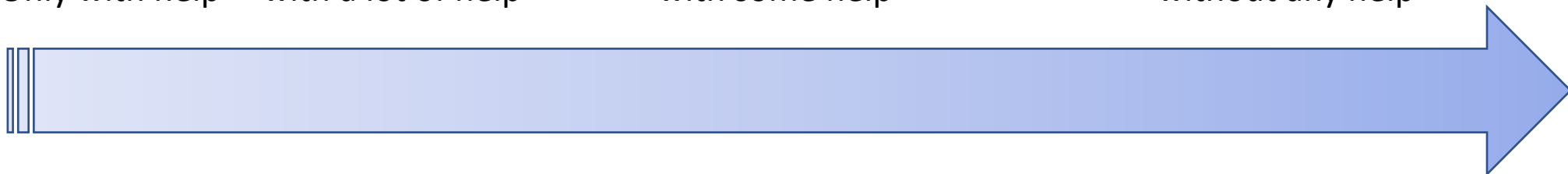
The learner can do this,

Only with help

with a lot of help

with some help

without any help



6. Effective teacher learning:

- is transformative
- enables growth of teacher dispositions
- qualifies in general pedagogical knowledge (e.g. learning theory, teaching methods, assessment, child & youth development, child protection, practitioner research)
- provides sufficient classroom-based learning opportunities (e.g. 50 % time)



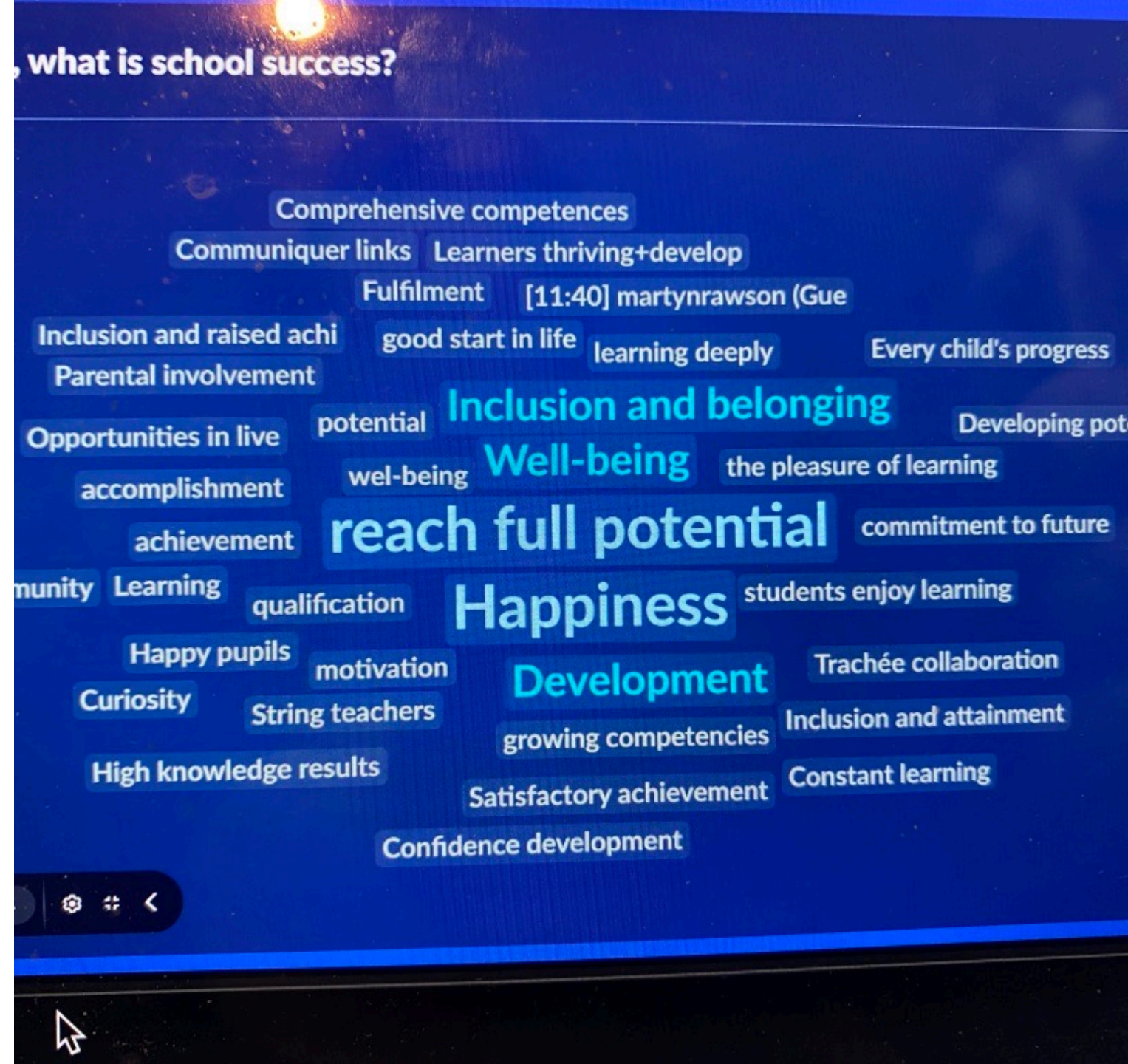
Hermeneutic methods

downloading

empathic understanding

dialogic understanding

transactional understanding



JOHANNES KIERSCH
FREIE LEHRERBILDUNG
Zum Entwurf Rudolf Steiners

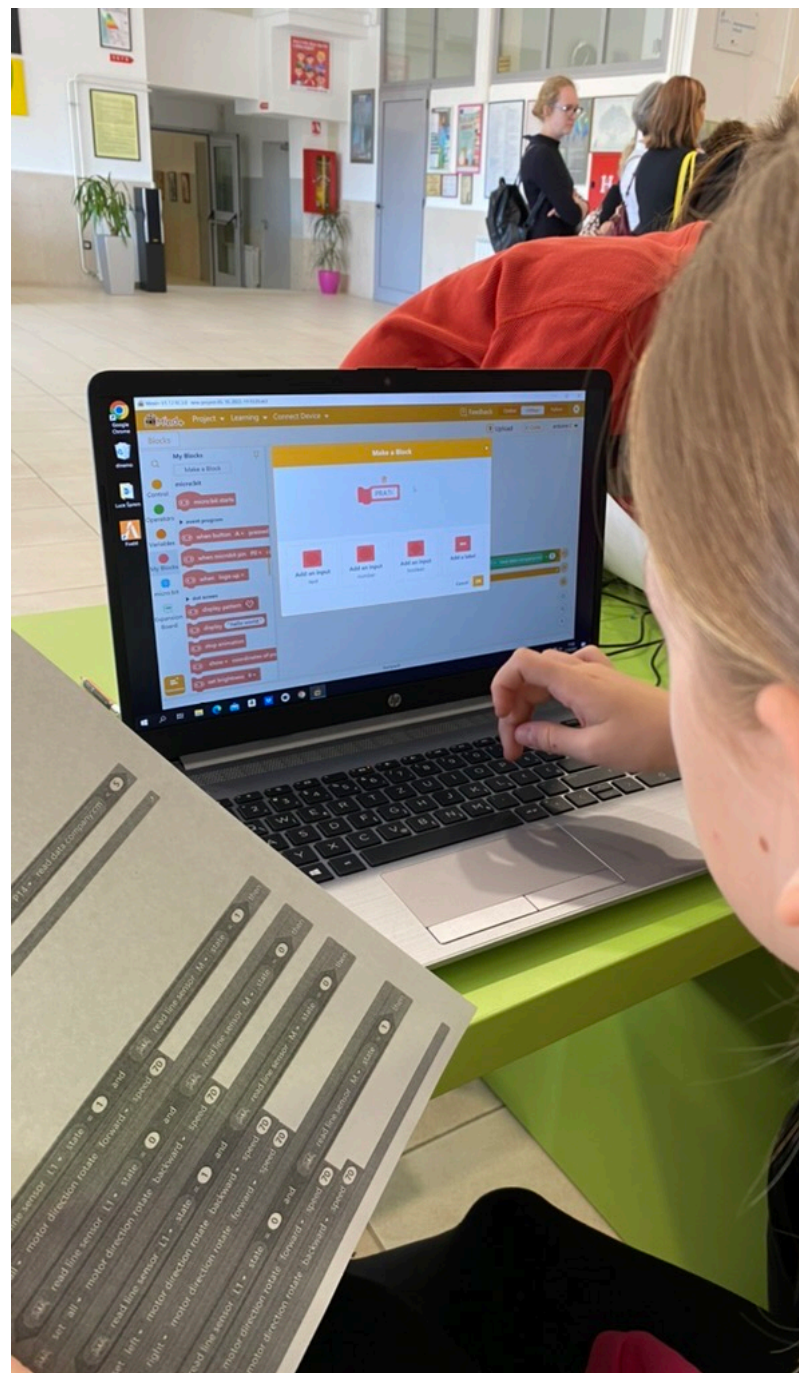
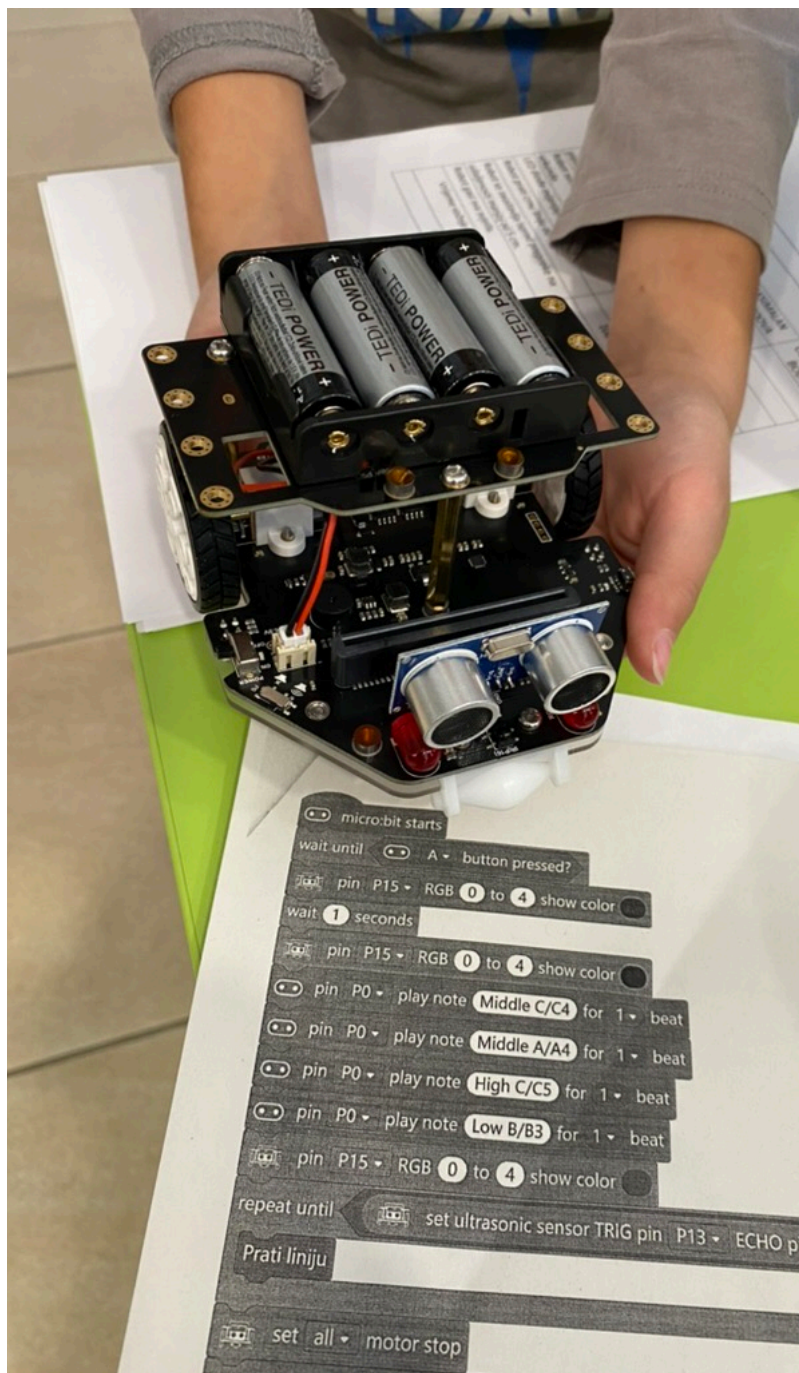
Boundary ideas

- working with foundational boundary ideas
- contemplating, assimilating, embodying boundary ideas
- being disposed to experiencing pedagogical reality through the perspective of boundary ideas

7. Learning from and with others

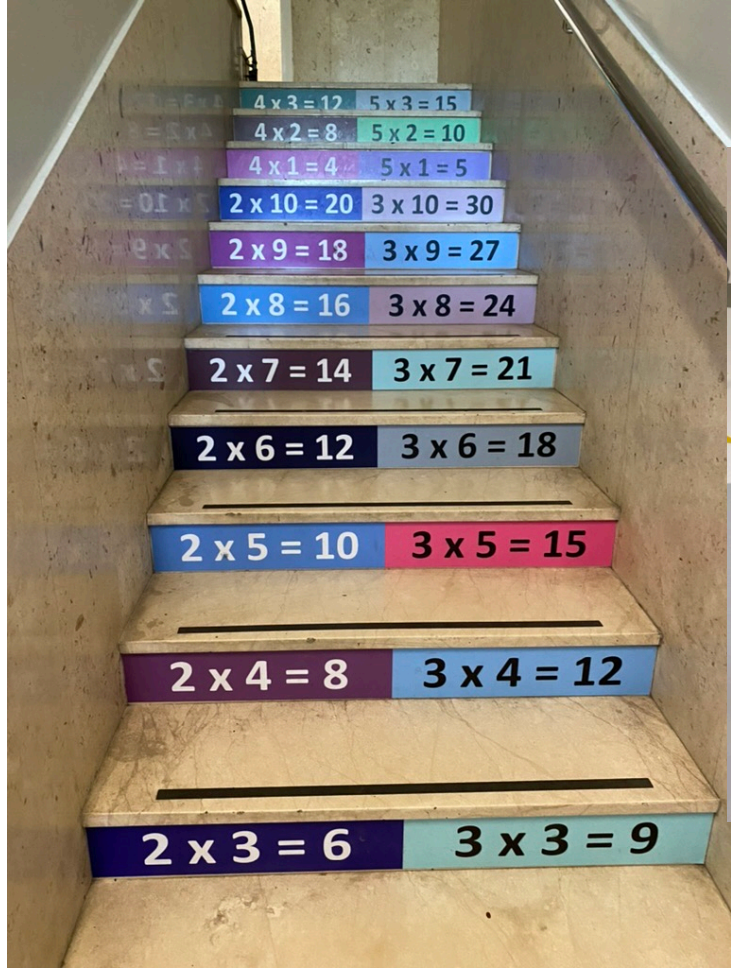








Peer-learning activities: what can we learn from others?







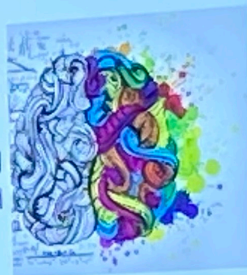
DRIVERS & INNOVATIONS SHAPING TOMORROW'S HIGHER EDUCATION

Diversity as a driver and not a burden

Innovation and diversity are no longer just "nice to have." Diversity provides different points of view to promote creative, innovative breakthroughs. When shaping organisational structures and working together to solve problems and global challenges, it is essential to bring together people with different perspectives own-lived experiences (including those at risk of exclusion) various forms of knowledge, expertise

Shared vision & proactiveness

Not only welcoming but being responsive to diversity with committed leadership. To proactively work on creating dialogue and conditions (i.e. space and time) of the environments (both top-down and bottom-up) in which individuals are willing to work and learn collaboratively is critical. Such entities can gain key competitive advantages for developing innovative solutions.

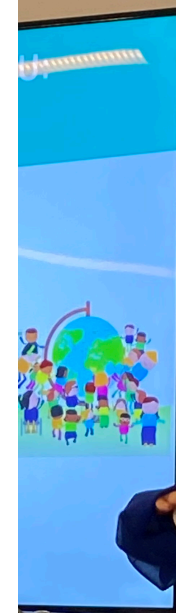


Co-creation, empowerment, narratives

Approach change how we conduct activities: FOR → WITH individuals, creating opportunities applying nothing about us without us, Individuals are engaged in their higher education experience and learning

Taking new, diverse approaches by changing the mode

Bringing the wealth of knowledge and practices from our institutions, but not being afraid to go beyond that and exploring and applying new ways more appropriate for CHARM-EU.





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Some guidelines for supporting Ukrainian refugee children and youth in Steiner Waldorf schools

Introduction

Martyn Rawson represents ECSWE, as its pedagogical advisor, in the European Commission Working Group Pathways to School Success. Role of this group is to consult the policy making process for the future of education in European Union. Since the beginning of the invasion of Ukraine, this group was presented with evidence from experts, researchers and individuals working to coordinate

What Makes Me?

Core Capacities for Living and Learning

Download the report 

Discover the capacities



Explore the perspectives

8. Working with others: erasmus + tiny house project: Belgium, Czech Rep. & Italy

