



TEACHING AS FACILITATING:

STEPPING AWAY FROM THE BOARD

SVEN SAAR
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CREATING AN ENVIRONMENT.



TEACHING FROM THE FUTURE:

1. Living concepts that may change with the individual and with society
2. A life-long warmth relationship to the learning process
3. Resilience, Confidence, Compassion

resilience

confidence

compassion



Rethinking the Threefold Division of the Main Lesson: Christof Wiechert



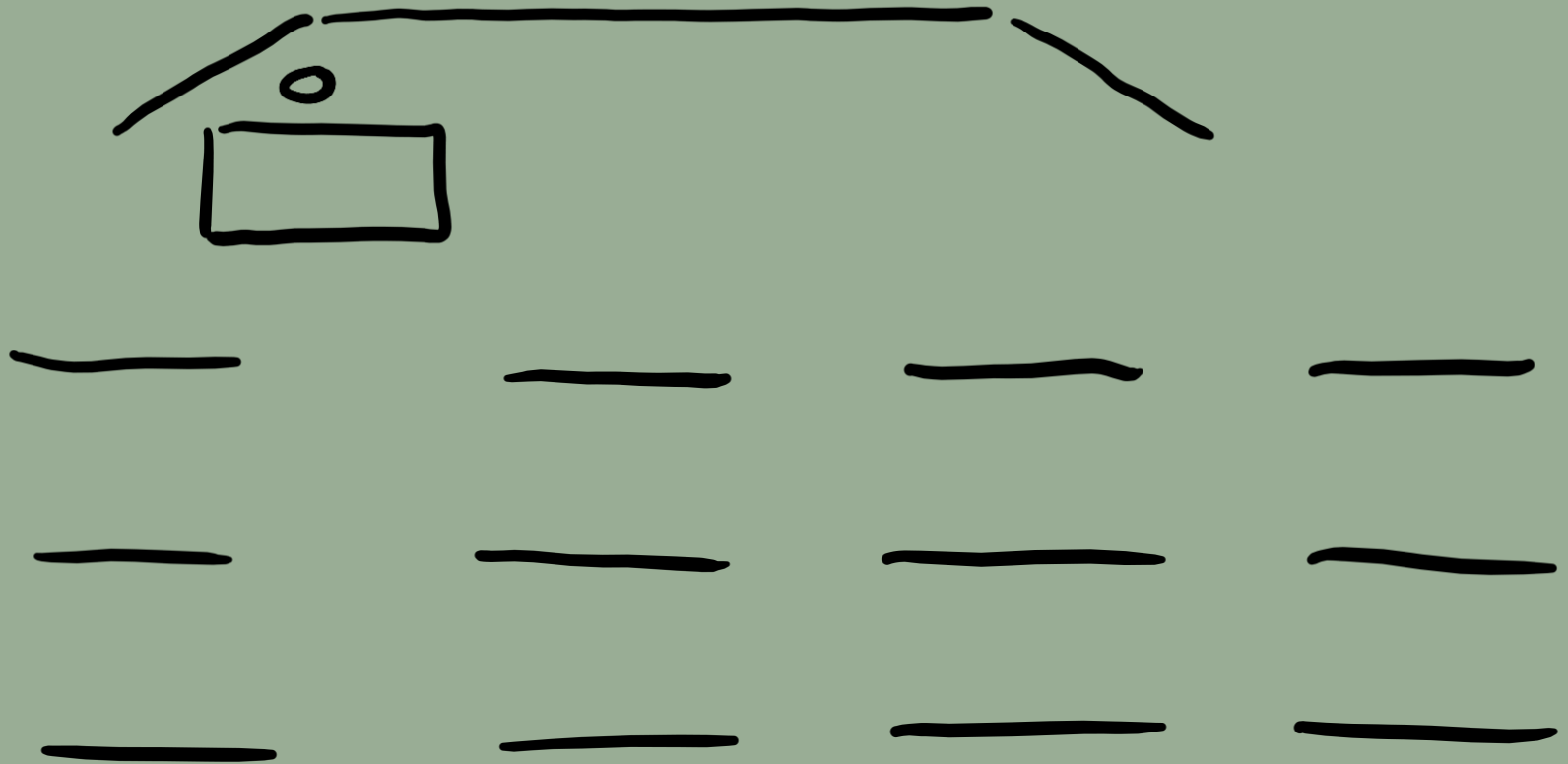
For the past ten years, Christof Wiechert has served as the head of the Pedagogical Section of the School of Spiritual Science at the Goetheanum in Dornach, Switzerland. His task has been to encourage, advise, and inspire Waldorf educators around the world. This he has done with great energy, wisdom, insight, and humor. During his tenure, Christof Wiechert has visited North America many times, lecturing at conferences, giving workshops, visiting schools and teacher education institutes. At the end of 2010, Wiechert will retire as head of the Pedagogical Section, although he will remain in Dornach and continue his work for Waldorf Education.

One of Wiechert's recent special interests is what he calls "Waldorf myths"—concepts and practices in Waldorf Education that have little or no basis in the teachings of Rudolf Steiner and may even work against the aims of Waldorf pedagogy. In the following article, Wiechert calls into question the threefold division of the Waldorf main lesson for grades one through eight into a rhythmical part, a work part, and a storytelling part. The article is a condensed version of the original piece, first published in the Rundbrief (Journal) of the Pedagogical Section.

A New Day, Full of Promise

Each school day is a new day, a day full of promise. The first fifteen minutes of the day are very important. They set the mood for the rest of the morning and even for the whole day. The teacher has many options—have the children sing a song, practice tongue twisters, solve a riddle, clap a rhythm, recite a poem, do mental arithmetic, share experiences from outside of school. Creating the right mood should not take too long. Within fifteen minutes, the children should be ready to recite the morning verse.

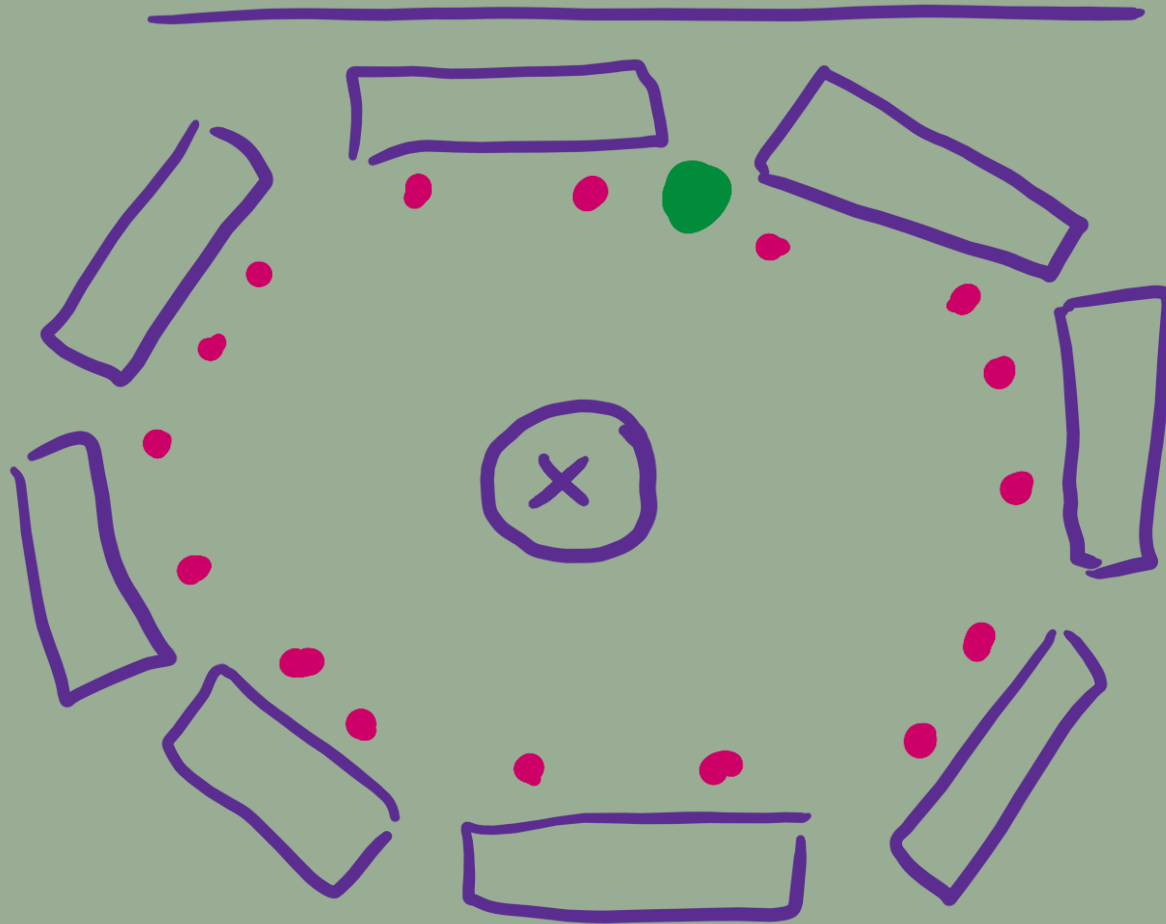
The challenge of the start of the school day raises many questions that relate to the quality of the main lesson:



The Sage on the Stage.







The
guide by
your side.



Understanding Child Development

Rudolf Steiner's Essential Principles
for Waldorf Education

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WOLFGANG-M. AUER, EDITORS

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CREATING THE CURRICULUM:

Macro

Meso

When might be the right time to teach Indian pupils about the history of the Caste system?

Micro

(Martyn Rawson)

I know I am here!





I know I am here!

Why am I here?



I know I am here!

Why am I here?

What is *my* here?

home project Grade 4

Describe the house in which you live.

Is it a one-family house, or does it contain several apartments? How many?

How many people live here, and how many rooms are there?

Who lived in your house before you?

When was it built? Has it changed since then?

If your family built the house: what was there before?

What made your family decide to move here?

Which is the oldest house in your street?

Which is the oldest street in your village, area or town?

Become a local history detective and see what interesting things you can find out about the place you call home. Talk to your family and neighbours and ask for helpful clues: who would be best to talk to?

Set the results out in your book, with drawings, photos, diagrams and maps. You will tell us all about it at the end of the block!

Differentiated Worksheet Class 4

Prepositions

Choose from the following tasks:

1. Find and fill in the missing prepositions. Copy out into your book.

A snail lived _____ a flat stone _____ a large tree. Day _____
day it lived _____ fear of someone lifting _____ the stone and
discovering what lay _____.

One day she made a bold decision: she would crawl ____ from _____ the
stone, move _____ to the tree and climb _____ its bark in search of a
hole _____ which she could disappear and feel much safer.

OR

2. a) Find at least six prepositions that would make sense in this gap:

Emily liked to sit _____ her armchair.

b) Now find six prepositions which would make no sense here at all!

OR

3. Write a story in which you use each of these prepositions:

Behind, after, over, between, by, down, from, in, of, with, without, toward

(Task for superheroes: use them in exactly this order!)

Master of your ship: Be where you need to be

The self-directed workspace

Ashram

Work silently
alongside each other

Agora

Discuss the task
and help each
other

Oasis

Get support
from teachers
here

H

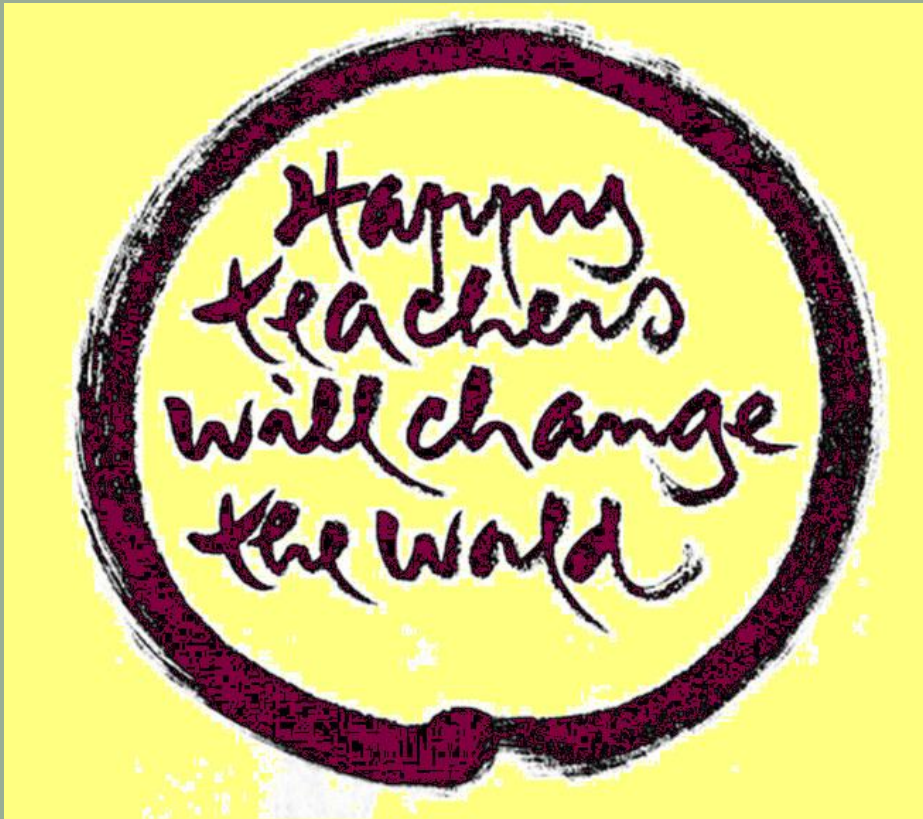
Give children something *to do*, not something *to learn*:

When doing is of such a nature that it demands thinking, learning naturally occurs.

John Dewey (1859 – 1952)

A Fellowship: strength in diversity.





„BEING SHOULD BE THE FOUNDATION OF DOING.“

Thich Nath Hanh (1962 – 2022), **Engaged Buddhism**





YELLOW TRAIN SCHOOL, COIMBATORE, TAMIL NADU



We are found reading in
the bus, in the park just
anywhere. We love our books.
We work with wool, clay, paper,
seeds, soil. We love our hands.
We speak, act, draw, express and
ask questions. We love to learn.
We have night school, surprise
days and singing assemblies.
We love our school.
We have special times,
friendships and unforgettable
memories. We love this world.

WE ARE THE YELLOW TRAIN
CHILDREN.

We come together for kite
festivals, Christmas Bazaars
and dramas.
We learn and grow together
through readings and workshops.
We share the joys of our
children and their childhood.
We are teachers, mothers,
fathers, grand parents and
well wishers.
United in our dreams for
children.

WE ARE THE YELLOW TRAIN
COMMUNITY.

We are change makers,
dreamers and dream catchers,
We are artists and musicians,
Stories and story tellers,
We believe in love, magic,
friendship and learning,
We believe happy teachers
can change the world.

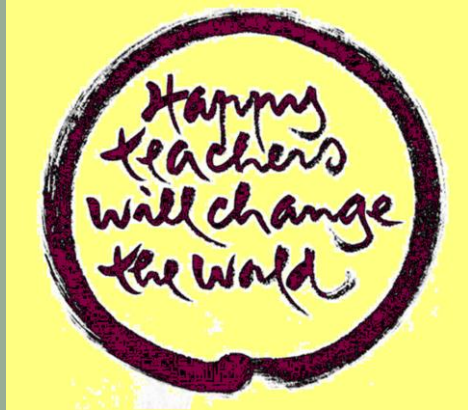
WE ARE THE YELLOW TRAIN
TEACHERS.

Morning Sangha:

A place with no hierarchy, where teachers can be fully human

Breathing, waiting
Music / Singing
Literature/ Poetry
Sharing
Teachers Verse





The school:
15 years old
745 pupils
Long waiting lists
Full staff complement



„Onboarding“: a three month, mentored, paid induction program

Individual Biography Work

Daily Sangha

30 days in April: collegial and individual preparation work

Two daily Silence Bells



„....yes, we used to do this regularly when we were a free school... before we became a Waldorf School.“



beziehungskunst
für eine achtsamere Begegnungskultur in der Schule



<https://paefo.de/bk-film>



Care for my wellbeing

Allow pupils to grow

Work harmoniously
with others

