



PEDAGOGICAL WORKSHOP CHOICES

1) HIGH SCHOOL PHYSICS ENRICHMENT

Ed Fox

Session one: demonstration of an A M radio and its educational value.

Session two: demonstration of a crooks tube and its historical and educational value.

Session three: discussion and demonstration of radioactivity and nuclear energy in the light of the Iran deal and North Korea's hydrogen bomb.

2) NUMBERS AND THEIR WORLD – how do we relate to them?

Gabriele Feiter

This workshop is an exploration into our relationship to mathematics and into the wonders of the world of numbers surrounding us consciously as well as unconsciously.

3) PROJECTIVE GEOMETRY – an exploration into a new way of thinking

Joan Rayner

Projective geometry as a subject in our high school is essentially a course of study whose “time has come”. The demands of the modern world now and into the future are such that we recognise in our task the need to provide creative and flexible thinking skills for our students to meet the challenges coming towards them. This workshop offers an exploration into how we might do this through projective geometry. It is suitable for all teachers, whatever the age of their students.

4) THE EFFECT OF PERSISTENT CHILD REFLEXES ON LEARNING AND BEHAVIOURAL PATTERNS

Katherine Christen

All human beings are born with the same neurological reflexes. They allow us to establish our own body image and build a relationship to the space around us. The child ‘embodies’ itself through these reflexes, anchoring itself within its physical body and developing the four body-bound senses. This lays the foundation for the birth and individualisation of the etheric and astral bodies.

75% of children with learning and behavioural difficulties also show persistent reflex movements. We will be looking at these reflexes together with the body bound senses and finding ways within the school life of working with these children. This workshop is especially suited for pre-school teachers, remedial teachers, class 1, 2 and 3 teachers, Eurythmists, and Eurythmy therapists.





5) GETTING CHILDREN TO WRITE AND LOVE IT – through speech and story

Louisa Oberholzer

We will explore the richness of the curriculum, its stories and its poetry and find ways to stimulate enthusiastic writing and good speech. For ourselves as teachers we will imbue ourselves with pictures and words that build a sense of language, guided by the wisdom that Rudolf Steiner brought to the art of teaching language.

6) WEAVING THE STRANDS OF EMPATHY AND INTEGRITY AS THE BALANCE BETWEEN THE LUCIFERIC AND AHRIMANIC DANGERS WITHIN THE HIGH SCHOOL CURRICULUM

Michaël Merle

How do we work with the importance of recognising the Luciferic and Ahrimanic qualities in the high school curriculum? How do we facilitate the development of empathy and integrity as harmonising qualities? This workshop will look at the Luciferic tendencies that live in the Class 9 curriculum as well as looking at the Ahrimanic tendencies in the Class 10 year. It will aim to discover the harmonising effects of empathy and integrity in the Class 11 and Class 12 curricula, respectively. This holding of a world picture in the soul of the developing young person will strengthen their ability to face the evil that approaches in modern life.

It is recommended that those who choose this workshop consider attending the Eurythmy Workshop facilitated by Michelle Kaplan in the afternoon. This would help to deepen and enrich the ideas discussed and encountered in this workshop.

7) ENRICHING PARENT COMMUNITIES

Penelope Perrin

In striving to consciously create community in Waldorf schools we, as teachers, need to grow an awareness of the needs of parents and actively seek ways to meet those needs. This workshop aims to explore successful approaches to building a culture of inclusivity in Waldorf Schools; where teachers and parents embrace a shared passion for the wellbeing and healthy development of the children in our care. We will examine how parent enrichment and support plays a vital role in ensuring that parents too can meet the future with equanimity and strengthening a healthy social life for the school community.

8) "THE DEAD WILL ARISE" – Nomquase, and the Great Cattle Killing of the Xhosa

Michael Grimley

In this workshop we will be unpacking the structure of a main lesson for all teachers from Class 7 to 12. As an example we will be working with a theme from 3 sessions of a history lesson in Class 9.





9) CONTINUAL CHANGE AS A PRIMARY SCHOOL TEACHER

Peter Van Alphen

These sessions will explore observation and the pedagogical 'tools' we have to respond to the continual developmental changes that children undergo right under our eyes! We will practise observation in various forms, discuss the 'tools' (understandings we have of child development) and build up reflective practice to help us to continually change ourselves and our teaching to best serve the children.

10) FEAR MELTS AWAY LOVE. OR DOES IT?

Janis Merand

How can our Waldorf curriculum meet the harsh realities of our violent society? How can we heal our children and ourselves from everyday traumas of living in contemporary South Africa? How do we deal with inequalities still prevalent? How do we promote positive change?

Imhoff Waldorf School lost a student through violence in 2015 and the community, the spirituality and the pedagogy helped to heal the wounds and focus on the love rather than the hate. However, was this enough? What more could be done for those who lived through the mob justice and vigilante attacks which this death had sparked? These are real questions of our time and we need to remind ourselves of what it is in Waldorf education that can support us, heal us and help us to love the times we live in. We will enter into discussions around these issues, in the hope of bringing our diverse backgrounds and experiences closer together to collectively share ideas, questions and stories of healing.

11) CONVERSATIONS AND SHARING AROUND THE TODDLER CHILD

Samantha Brown and Cynthia Ndlovu

During our time together we will have an opportunity to bring our experiences of working with this age group in a conversational way by sharing our discoveries and learning from one another. Please bring stories, songs, games that have especially inspired you that we may practically gain from our work together.

12) AFRIKAANS AS A SECOND LANGUAGE

Iman Erskine and Astrid Daniels

Awaiting details

