



WALDORF SCHOOL

Education for Freedom and Responsibility

- <https://www.youtube.com/watch?v=BkrgkslnD9g&t=>

RUDOLF STEINER (1861 – 1925)



„ At school, it's not about to get any education, but to prepare so that we get out of life“

RUDOLF STEINER (1861 – 1925)

- founder of Waldorf alternative school
- austrian philosopher, educator, literary critic, artist, playwright, social thinker, esoteric
- significantly influenced by the philosophy of W. Goethe
- * 1861 Kraljevec (the border between Austria and Hungary) in a family of Austrian railway official
- † 1925 Dornach (Switzerland)
- final exam in Vienna, mathematics and natural sciences at university + lectures on philosophy, literature, psychology and medicine

- student and teacher at the same time
- 1891 PhD in philosophy at the University of Rostock
- 1899 - 1904 teacher in Berlin - considers it his life's task to find new methods of investigating the soul on a scientific basis; he presents the results of his research to a small circle of interested people
- personal correspondence with famous personalities of the cultural life (Ernst Haeckel), for a long time was not accepted by the official representatives of culture in Germany
- 1904 publishes the work Theosophia
- author anthroposophy

1913 Anthroposophic the company's base
Goetheanum (Dornach)



ANTHROPOSOPHY

- from Greek. anthropos = man, sophia = wisdom
- science of the spiritual nature of man
- a system of philosophical and pedagogical views on the education of man - based on Christianity, Eastern philosophy, Egyptian and Greek mysteries, natural mysticism, Goethe's works

WALDORF SCHOOL

- it is one of the most significant current alternative pedagogical thinking 20th century (the first school was founded in 1919)
- they differ in a number of substances, the teaching of foreign languages, nature is not divided into isolated parts
- special subject called eurythmia (rhythmic aesthetic teaching)
- they pay close attention to the teacher's personality and creates a two-year teacher training

WALDORF SCHOOLS ABOUT THEMSELVES

- round development of the child in practical and artistic fields
- it is based on anthroposophy anthropology (distinctive view of human, development cultivates respect for free human individuality)
- discover the pupil's ability
- not to prioritize any subject above another in the curriculum
- achieve harmony between science, art and spiritual values
- illuminating basic principles through clear examples, not trying to cover students with encyclopedic overviews



WALDORF SCHOOLS ABOUT THEMSELVES

- teaching of the main subjects conducted in two-hour blocks - called epochs, which have further divided into the rhythm, teaching and narrative part
- the lack of books (books can be complementary but the most important are pupil workbooks that they make up yourself)
- certificate in the form of verbal assessment, not repeated school year
- one class teacher for the entire school session
- an important part of the training image, rhythm and movement, activity



THE FIRST WALDORF SCHOOL

- 7 September 1919 on the request of Emil Molt in the village of Waldorf, Stuttgart
- by establishing a school according to Steiner's ideals, Molt wanted to provide a new and adequate education, especially for the children of his employees
- first Waldorf school started with eight teachers and 175 pupils
- management of first Waldorf School was very liberal
 - a voluntary tasks formulated to arouse interest
- rejected strict, externally enforced discipline
- all school activities = direct contact between teachers and students

ANTHROPOSOPHY AS THE BASIS OF WALDORF EDUCATION

- educational system of philosophical views, about the nature of human science
- Rudolf Steiner founded the first anthroposophical society at the beginning of the 20th century
- human, according to Steiner, is complex of three worlds (body, soul, spirit) – these are represented by three body types: physical, etheric, astral (and fourth type - "I,,)
- this is related to the division of childhood into three stages and seven-year developmental periods, according to which the educational content is adapted

HUMAN DEVELOPMENT IN TERMS OF ANTHROPOSOPHY AND WALDORF EDUCATION

- to 7 years - the development of the physical body
- an important example and imitation, the greatest possible of freedom; explanation is not practical, it is not effective to act on the rational side
- 14 years - the development of the etheric body
- importance of the natural authority of a teacher as a model, acting through parable and moral examples; constitutes the clearance, development of memory; importance is accorded to music and art
- 14 years - the development of the astral body
- aesthetic, moral and religious components are preferred; authentic judgments and judgments about things and phenomena are generated from memory and emotional content
- around 21 years - the birth of a free, creative and independent man

THREE OF THE OBJECTIVES PURSUED IN WALDORF SCHOOLS (TROSTLI)

- Develop the ability to clearly, logically and creatively think, to lead children to self-knowledge
- Discover and develop the skills of deep feeling, sensitivity to the beautiful, the joys and the sorrows of this world, to others
- Cultivate the strength and willingness to do what has to be done, to work not only for ourselves but for the benefit of all humanity and the Earth

STRUCTURING, ORGANIZATION AND MANAGEMENT OF THE WALDORF SCHOOL

- Kindergarten - preschool degree
- Twelve years of school - team classes remains unchanged
- 1st - 8th year – lower level (elementary school)
- class teacher teaches almost all subjects
- 9th - 12th year - is higher (upper) level (high school)
- teaching of subjects by specialist teachers
- 13th year with maturity (final) exam
- Director is not responsible for the management of the school. The entire staff in cooperation with the association of parents, teachers and friends of the Waldorf School manage the school.

INTERNAL ORGANIZATION OF TEACHING

- the division of subjects on the main and training (vocational)
- main teaching - didactic form EPOCH (combined two or three lessons, discusses the same subject for three to six weeks, epochs are repeated about every six months)

mother language, mathematics, geography, history, science education, physics, chemistry and others.
- training (vocational) classes - takes place in normal lessons (45 min), focuses on subjects that require constant exercise

foreign languages, practical work, religion, eurythmy
- daily class schedule includes theoretical, artistic and practical subjects
- during the school year - monthly festivals, holidays, class games, excursions, trips

SCHOOL DAY AT THE WALDORF SCHOOL

- rhythmic changing of the main teaching (epochal) and training - in accordance with the basic life-rhythms and hygiene requirements
- initiation of day - 15 to 30 minutes simple art activities
- the main object - two-hour block called epoch
- training subjects for 45 min. (possibly another two-hour block)
- 5th, 6th class - afternoon classes (practical, artistic and physical activity courses)

THE CURRICULUM

- They do not have a precise and uniform curriculum framework plans but the curriculum is adapted to the needs of the school
- anthropocentric
- trying to reconcile science, art and religion

EPOCHS

- monothematic two-hour (sometime three-hour) block of instruction
- at the beginning of day
- one teacher develops a given topic (eg. math, house building, the history of Greece)
- the emphasis on the aesthetic and work items and foreign languages
- one main subjects, usually for 3-6 weeks continuously, then joins the main subject of the next epoch
- epochs usually taught by one classroom teacher
- divides the rhythm, teaching and narrative section
- the advantage of epochs – undistributed pupil attention for many subjects
- subject occurring only on Waldorf School **eurythmy** - art to express the idea of movement, music or your own experience

- <https://www.youtube.com/watch?v=RcCvcy0zAIM>

EVALUATION

- students are not graded
- valued by characteristics that always relate to the abilities of the child
- not compared with other pupils
- receive recommendations for further development
- pupils do not drop out, pupils usually stay together as a group throughout their schooling

METHODS

- They use an image, rhythm and movement
- Three phases of each individual procedure – recognizing, understanding and skills to create:
 1. observation, experience, experimentation
 2. remembering, describing, drawing, verbalized
 3. processing, analysis, abstraction, generalization, formation theories
- Includes a range of physical activities
- The pupils catch himself, record, describe and document all learning material in an epoch workbook

AIDS AT THE WALDORF SCHOOL I.

- *materials*, that the teacher creates itself or in cooperation with other colleagues
- *books* they can be complementary (eg. exercise books and atlases), rather than the main means of teaching
- *pupil work and epoch notebooks*

AIDS AT THE WALDORF SCHOOL II.

- traditional type of textbooks are considered like a secondary sources and "passive" learning resources - use limited
- the basis aids are "active" learning resources (collections of texts, original documents, statistics, manuals, which creates a teacher)
- pupils recording all the development of teaching material in the epoch notebooks (teacher checks, requires corrections and additions)
- media are not used in teaching



NEGATIVE PAGES OF WALDORF SCHOOL

- small continuity eg. primary schools in regular secondary schools
- some students can develop feelings of frustration eg. the fact that the school learned nothing systematic, that they will not be able to cope graduates from other schools
- too much freedom for pupils in these alternative schools leads to lower levels of educational achievement
- education often provide young teachers, who usually have little experience
- does not put enough emphasis on the standard pedagogical higher education (class teacher from first to eighth year teaches almost all subjects, as a prerequisite for it high school leaving graduation and completion of education workshops for teachers of Waldorf education)
- not open to scientific criticism, confrontation with other alternative schools

WALDORF SCHOOLS IN CZECH REPUBLIC

- Brno, České Budějovice, Hradec Králové, Jeseník, Karlovy Vary, Olomouc, Ostrava, Pardubice, Písek, Praha, Příbram, Semily
- Currently, the most common type of alternative schools (over 1 182 Waldorf Schools worldwide, 802 in Europe, 48 in Czech republic)



OVERVIEW WALDORF SCHOOLS

- Kindergarden

Beroun, Boseň, Brno, České Budějovice, Karlovy Vary, Klatovy, Olomouc, Písek, Praha 3, Praha 6, Příbram, Rovensko pod Troskami, Sedlčany, Staré Zdánice, Semily, Strakonice, Turnov, Žďár n. Sázavou

- Primary and Secondary School

Brno, Olomouc, Ostrava, Pardubice, Písek, Praha 5, Praha 6, Příbram, Semily

- High School

Ostrava, Praha, Příbram, Semily

- Special School

Praha

SAMPLES OF SOME TYPES OF WALDORF SCHOOLS



- **Waldorf class** - special color tones (different in each class, corresponding to the psyche of age), flowers, artwork and amount of student paintings and products



- learning experience
- emphasis on artistic and creative aspect of teaching

- handicrafts
- foreign language teaching



DEMONSTRATION OF PHYSICAL ACTIVITY DURING MATH LESSONS - 4TH GRADE



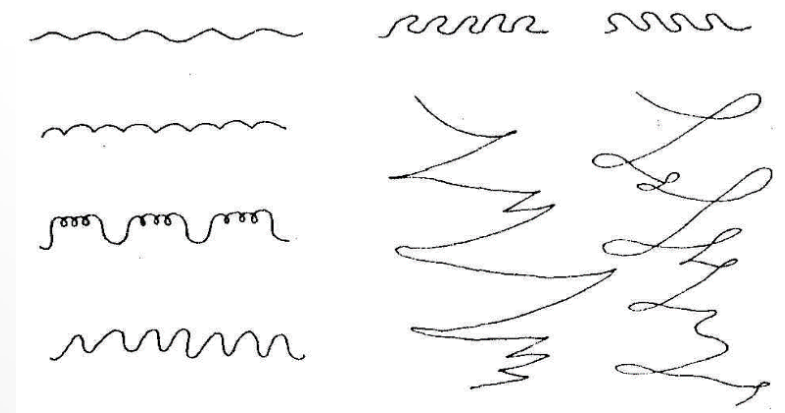
SAMPLE THE ENGLISH LANGUAGE TEACHING

- drawing letters:
- every letter has a story, characterization and color
- example, the letter „W“
 - teacher tells a story, which plays an important role in the water, the sea (eg. The Little Mermaid), will focus on colorful description of waves
 - children along with teachers demonstrate the movement of hands and whole body and say, „Wave after wave of swirling wind, high water sprayed upward.“
 - the next day everything is repeated and they paint pictures of the stormy sea
 - with the teacher's help, they discover the letter „w" in the middle of the waves, which is blue in coloured



SAMPLES DRAWING FORMS

- It is a specific subject area, it is a dynamic drawing that expresses feelings, rhythm and movement
- through drawing, children discover the laws of the world around them, they will explore geometric shapes (sun, conch, spiral etc.).
- The picture shows a rendering of the rhythm of walking, jumping, dancing, blowing wind, a stream of water, waves, flight
- the drawing of forms is also connected with the teaching of writing, fine motor skills training



SAMPLES DRAWING FORMS – 4TH GRADE



THE FIRST SCHOOL IN THE CZECH REPUBLIC, WHICH BEGAN WORK
ON THE PRINCIPLES OF WALDORF EDUCATION – ZŠ SVOBODNÁ V
PÍSKU (OD 1990/91)

