

# Everything You Never Wanted to Know About Anthroposophy, Waldorf Curriculum, Personal Development and Community Building

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# Overview

- A Brief Biography
- Anthroposophy 101
- Waldorf Curriculum 101
- Personal Development 101
- Community Building 101
- Musical Innerludes



# A Brief Biography

“If a man loses pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured, or far away.”

~ Henry David Thoreau

- Three main phases in my professional life:
  - Artistic, Scientific, Spiritual
- Waldorf education allowed the healthy integration of all three!
- My study and practice of esoteric philosophy began in May 1976 with *The Seth Material* by Jane Roberts
- My study of Steiner began @2009
- I began teaching at WWS in April 2012 as a Grade 1 assistant, and then Grade 1 teacher in September 2012
- I received my Waldorf Teaching Certificate in 2013



# Anthroposophy 101

- **Anthroposophy** = Rudolf Steiner's spiritual science
  - **Narrow Anthroposophy** – “living in the past”, stuck on “Steiner said” as sole validity claim, dogmatic, conservative at times, calcifying Steiner's legacy... = “less true, more partial”
  - **Broad Anthroposophy** – update the cobweb's in Steiner's research with 90+ years of additional research in a variety of fields. Many important contributions have been made, but are not yet integrated into the Anthroposophical community = “more true, less partial”



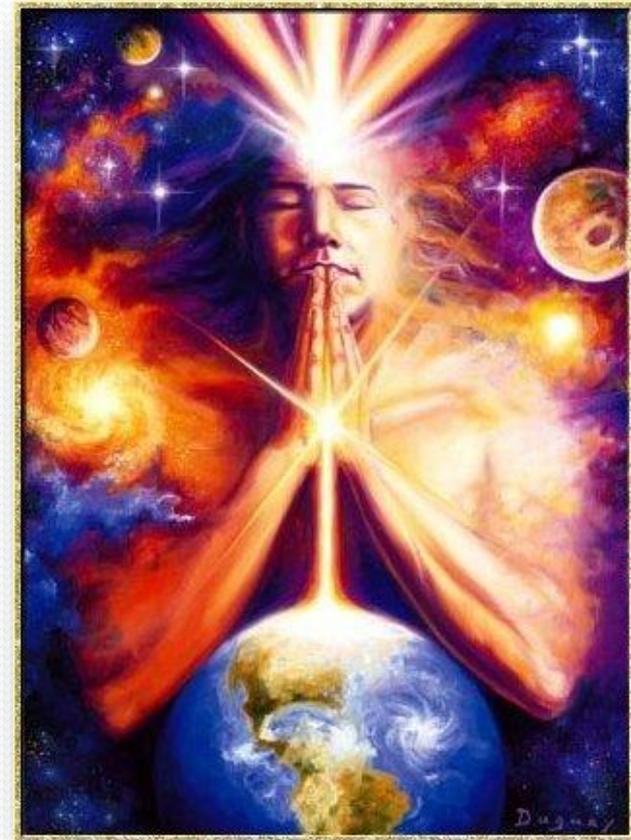
# Anthroposophy 101

- Rudolf Steiner – 1861-1925
  - ~ Gary Lachman, *Rudolf Steiner: An Introduction to His Life and Work* (2007)
- 1870 – significant mystical experience
- 1888-1896 – edited Goethe’s work
- 1891 – received doctorate in philosophy
- 1894 – *A Philosophy of Freedom*
  - first major book
  - German idealist “lineage mind” of thinkers (Fichte, Hegel, Schelling...)
- 1900 – first public lecture detailing spiritual experiences
- All along Rudolf Steiner sought to integrate his own spiritual scientific research into a meaningful “vessel.”



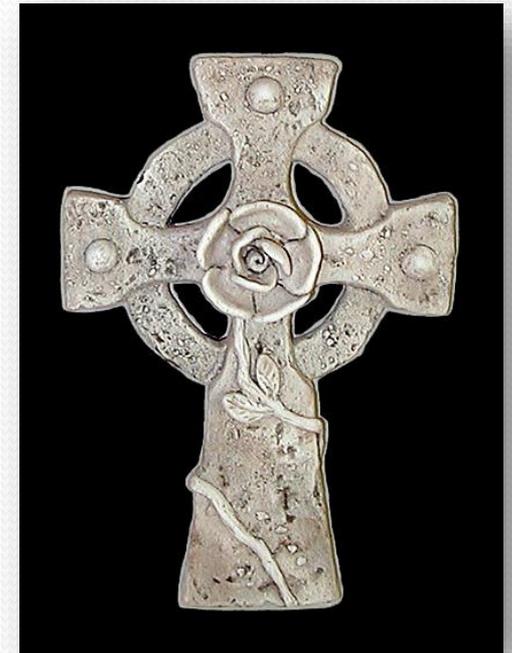
# Anthroposophy 101

- What is Anthroposophy?
  - Roots in the perennial philosophy – Aldous Huxley
  - Derived from Theosophy (Medieval origins)
    - Theos = God
    - Sophia = wisdom
    - Theosophical Society was founded by Madame Blavatsky, Annie Besant and others in the 19<sup>th</sup> century
    - Steiner = became head of the German section @1902
    - Split with Besant @1912, formed Anthroposophical Society in 1913
  - Anthropos = pertaining to the human being
  - Sophia = wisdom
  - Anthroposophy = human wisdom, knowledge
  - Anthroposophy = aka “Spiritual Science”



# Anthroposophy 101

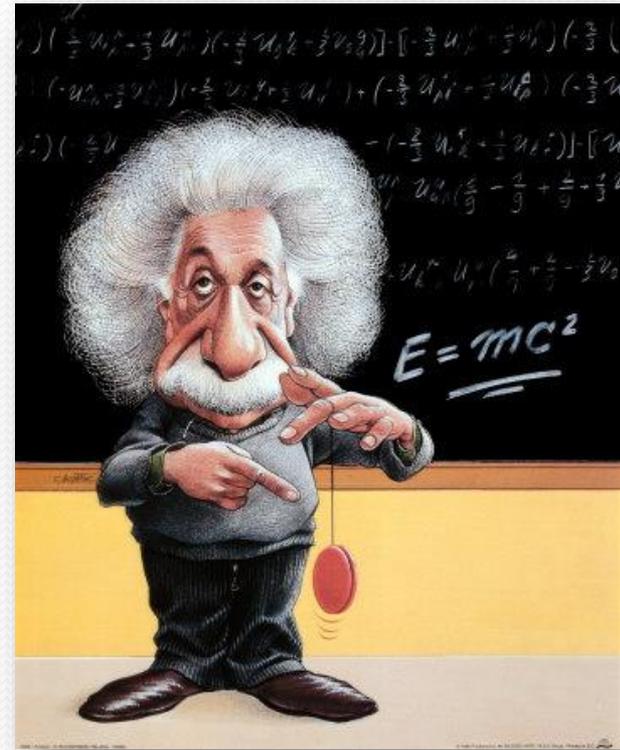
- What is a Rosicrucian?
  - “A member of a 17th- and 18th-cent. society, reputedly founded by Christian Rosenkreuz in 1484, devoted to metaphysical and mystical lore, as that concerning transmutation of metals, prolongation of life, and power over the elements and elemental spirits.” ~ SOED
  - Christian Rosenkreuz = “Christ of the Rose Cross”
  - Rosicrucianism provided a *Western lineage* to build upon and synthesize Steiner’s spiritual and scientific research.
    - Includes a doctrine of reincarnation (cycles of birth, death, rebirth)





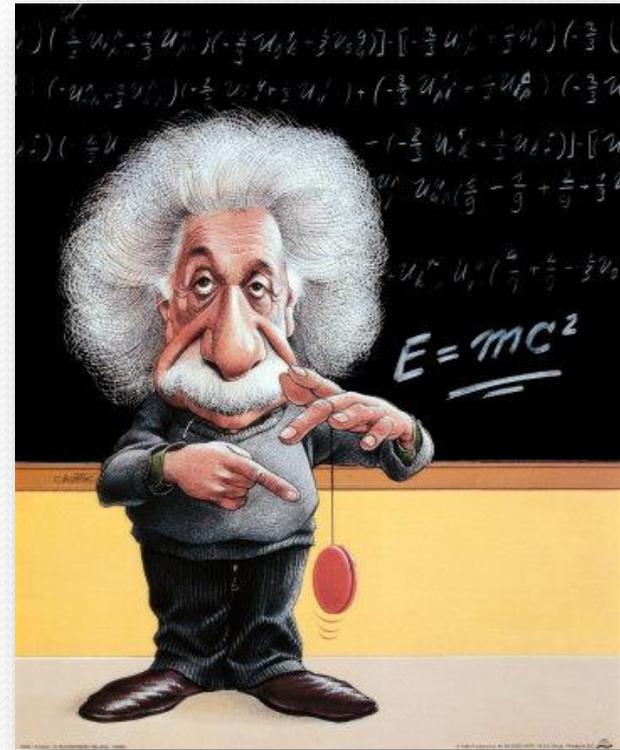
# Anthroposophy 101

- What is Spiritual Science?
  - **Science** = “the state or fact of knowing” ~ SOED
  - **Scientific Method** - Sir Karl Popper (1902-1994, Philosopher of Science)
    1. Hypothesis – testing a theory in some way
    2. Praxis – doing, creates actual lived first person experience
    3. Verification/falsification within a community adequately trained in the first two



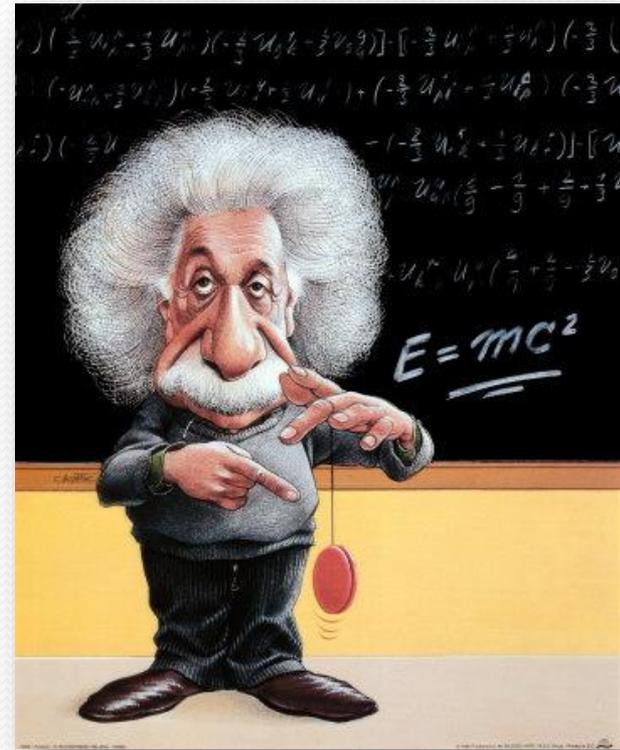
# Anthroposophy 101

- What is Spiritual Science?
  - Ken Wilber – American social philosopher, integral psychologist (b. 1949)
    - Popper’s method can be applied to a wide variety of disciplines. In fact, there are 8 crucial “zones” or perspectives that need to be included for a “more true/less partial” set of facts or knowing
    - Steiner’s spiritual scientific method applies primarily to 4 “zones”



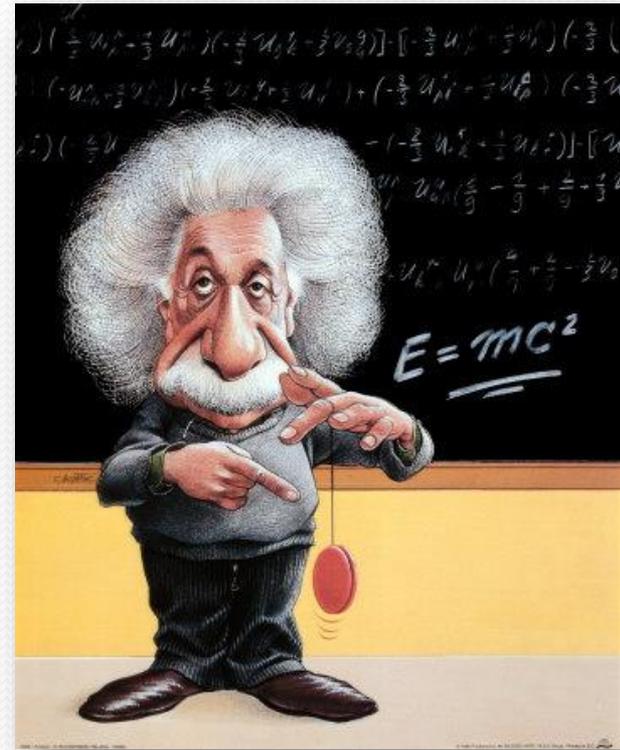
# Anthroposophy 101

- What is Spiritual Science?
  - **Spiritual Scientific Method** = “if you want to know x, then do y.”
    - For example, x = soul/spirit, y = meditation practice over a period of decades
  - That is, engage a *phenomenological* and *hermeneutic* approach to the exploration of the nature of body, soul, and spirit
    - E.g., states and stages
  - Many variations on the above praxis!



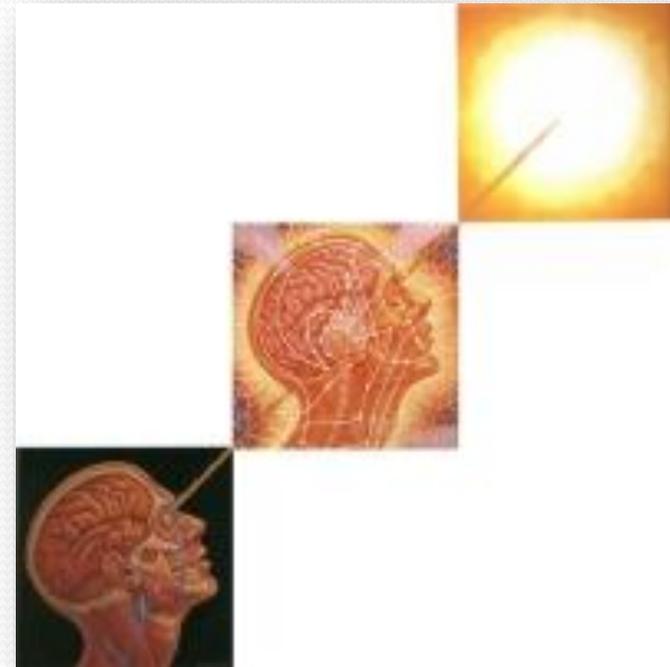
# Anthroposophy 101

- **Epistemology** = how do we know what is true and what constitutes valid evidence of the truth?
  - “The branch of philosophy that deals with the varieties, grounds, and validity of knowledge.” ~ SOED
- What is Steiner’s epistemology?
  - He writes volumes about this topic!
  - In essence, there are three main types of knowing:
    1. Intuitive
    2. Inspiration
    3. Imaginative



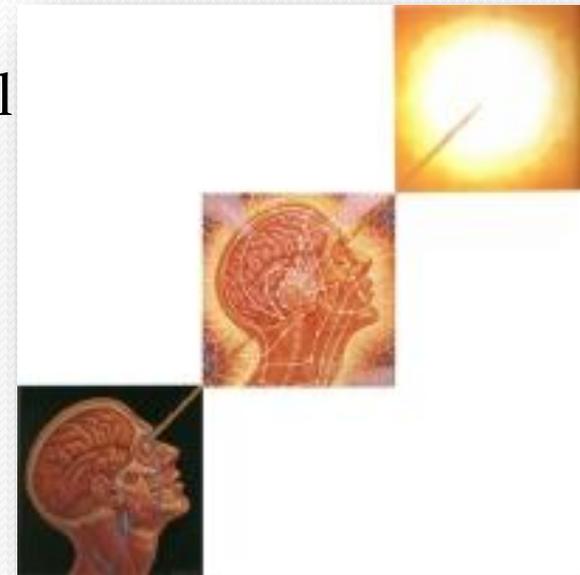
# Anthroposophy 101

- What is Steiner's epistemology?
  - Ken Wilber's "Three Eyes of Knowing":
    - **Inner Senses** (supersensible cognition) = *eye of spirit*, transcendelia (*intuition*)
    - **Mental Senses** (intellectual cognition) = *eye of mind*, intelligibilia (*inspiration*)
    - **Physical Senses** (sensible cognition) = *eye of flesh*, sensibilia (*imagination*)



# Anthroposophy 101

- What is Steiner's epistemology?
  - **Here's the key:** the mental sense or intellect is *right in the middle*, it can look "outward" to the physical world and "inward" to the nonphysical worlds.
  - In this light, the intellect provides a crucial *mediating and interpretive* function between physical five senses data, and nonphysical inner senses data.
  - As such, whenever we mix up or confuse *any* of the three, we get what philosophers call "category errors" (erroneous conclusions).
  - Steiner is very careful to avoid these with his validity claims that invoke **supersensible cognition**.





# Anthroposophy 101

- **What is ontology?**
  - “The science or study of being; that part of metaphysics which relates to the nature or essence of being or existence.” ~ SOED
- **What is Steiner’s ontology of the human being?**
  - **Spirit** 9. spirit man, spirit body (atma)  
8. life spirit (buddhi)  
7. spirit self (manas) <=> 6. consciousness soul
  - **Soul** (“The I”) 5. intellectual, mind soul  
3. astral, sentient body <=> 4. sentient soul  
2. etheric body, life body
  - **Body** 1. physical body

~ From *An Outline of Esoteric Science*, Chapter 2 & *The Inner Nature of Music and the Experience of Tone*, VI, Diagram 7

# Anthroposophy 101



You are an “Iceberg Self”!

# Anthroposophy 101

## Steiner's Creation Myth & Cosmic History

1. Saturn (past)
  - heat processes dominate
2. Sun (past)
  - heat + gaseous processes
3. Moon (past)
  - heat + gaseous + liquid processes
4. **Earth** (present)
  - heat + gaseous + liquids + solids processes
5. Jupiter (future/Moon recap)
6. Venus (future/Sun recap)
7. Vulcan (future/Saturn recap)



# Anthroposophy 101

## Steiner's Creation Myth & Cosmic History

4. **Earth** (present stage)
  - All modern, material scientific facts pertain *only* to this stage!
  - The “human being” has existed in some form since “in the beginning” *and* “before the beginning”!
  - The human being is a central figure in the intent, purpose, and design of the omniverse!



# Anthroposophy 101

## Steiner's Creation Myth & Cosmic History

~ From Hermann Poppelbaum, Ph.D., *Man and Animal* (1931)

4. **Earth** (present stage)
  1. **Polarian** (Azoic Age, ca. 4.5 billion-541 million BCE)
  2. **Hyperborean** (Paleozoic Age, ca. 541-252 million BCE)
  3. **Lemurian** (Mesozoic Age, ca. 252-66 million BCE)
  4. **Atlantean** (Tertiary Age, ca. 66-2.5 million BCE)
  5. **Present Epoch** (ca. 2.5 million BCE-present)
    1. **Vedic** – Ancient Indian Rishis, ca. 7000 BCE
    2. **Persian** – Zoroaster, ca. 4,000 BCE
    3. **Chaldean/Egyptian** – Osiris, ca. 3,200 BCE
    4. **Greco/Roman** – Hermes (“Christ Drama”) ca. 747 BCE
    5. **Present** – Modernity, ca. 1400 CE
    6. **Future/Postmodern Epoch**
    7. **Future Epoch**
  6. **Future Epoch**
  7. **Future Epoch**



# Anthroposophy 101



## **Dornach, Switzerland**

The first Goetheanum (1913-1922)  
Made primarily of wood, destroyed by  
suspected arson 12/31/22

The second Goetheanum (1928 – present)  
Made primarily of concrete

# Anthroposophy 101

- **School of Spiritual Science**
  - Studies and Further Education
  - Collegium
  - First Class
- **General Anthroposophical Section**
  - Mathematics and Astronomical Section
  - Medical Section
  - Natural Science Section
  - Agriculture Section
  - Pedagogical Section
  - Visual Art Section
  - Section for the Performing Arts
  - The Literary Arts and Humanities Section
  - Social Sciences Section
  - Youth Section



# Anthroposophy 101

- We're not in Kansas anymore!
- Rudolf Steiner's work lives on today in various forms:
  - Anthroposophical Medicine (holistic)
    - Curative Eurythmy
  - Biodynamic Farming
  - Architecture
  - Painting/Art Therapy
  - Goethean Science
    - Chaos theory, complexity theory
  - Waldorf Education
  - Camp Hill Schools (special needs)



# Anthroposophy 101

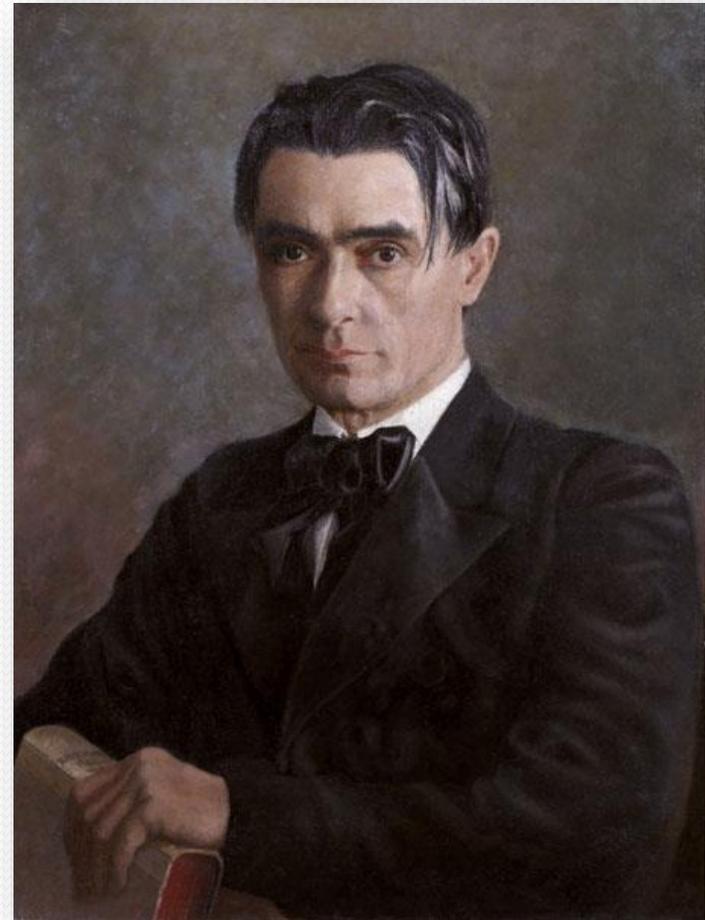
- “The importance of Steiner’s fundamental insight: that the human I is an irreducible reality; that it is free; that consciousness, spirit, is at the core of existence itself; and that we, for so long alienated from the world around us, are really the solution to its riddle, *is impossible to overestimate*. If it were ever to take the central position it should occupy in our ideas about ourselves and the cosmos, it would quite literally, inaugurate the start of a new age. But when, or if, this might happen is still anybody’s guess.” ~ Gary Lachman, pp. 234-5.
- The (Broad/Integral) Anthroposophical worldview reflects the leading edge of the evolutionary impulse in artistic, scientific and spiritual domains of our knowledge quest





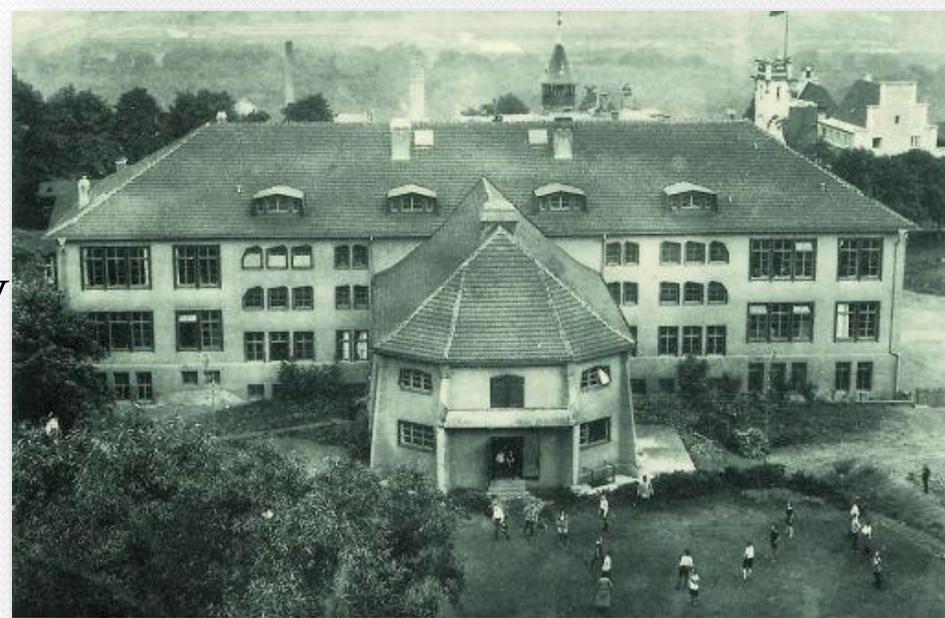
# Waldorf Curriculum 101

“To wonder at beauty,  
Stand guard over truth,  
Look up to the noble,  
Resolve on the good.  
This leadeth man truly  
To purpose in living,  
To peace in feeling,  
To light in his thinking.  
And teaches him trust,  
In the working of God,  
In All That There Is,  
In the Width of the World,  
In the Depth of the Soul.”  
~ Dr. Rudolf Steiner



# Waldorf Curriculum 101

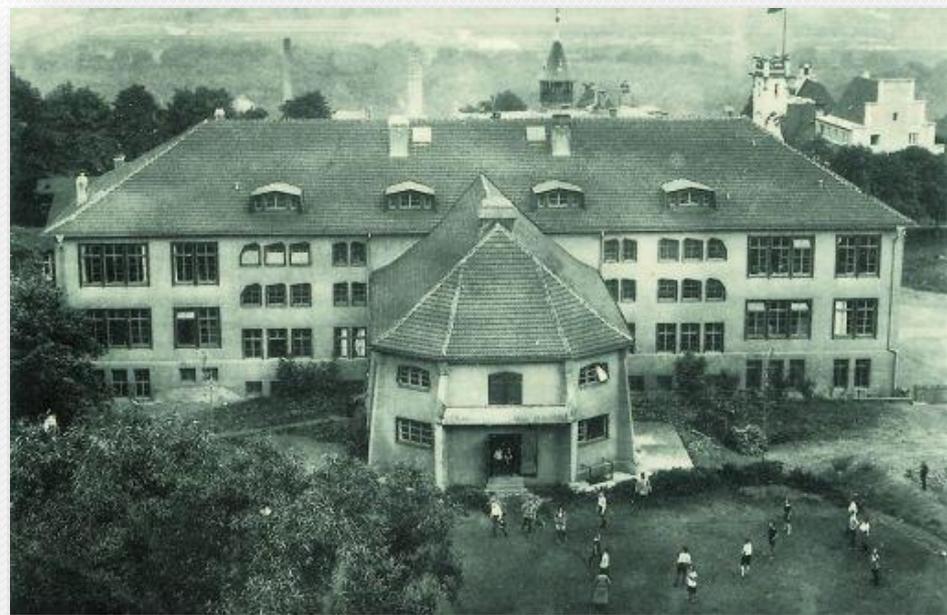
- The first Waldorf School opened in September, 1919 in Stuttgart, Germany (12 teachers, 253 students)
- Emil Molt – cigarette factory owner, angel benefactor
- Cultural renewal in the wake of the horrors of WWI
- Steiner's two week course for teachers
  - Provided many key educational indications:
    - *The Study of Man*
    - *Discussions with Teachers*
    - *Practical Advice for Teachers*



Stuttgart Waldorf School

# Waldorf Curriculum 101

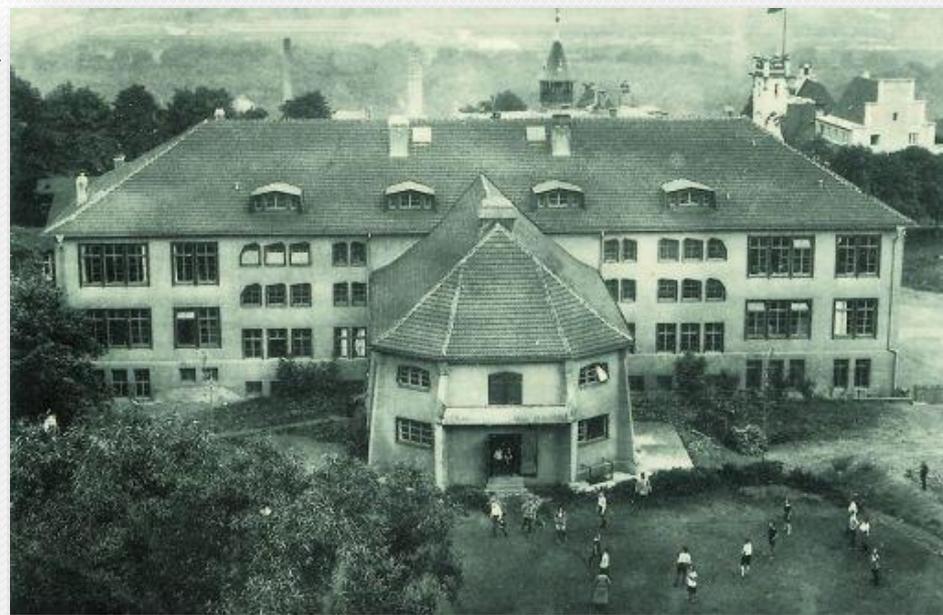
- Steiner's additional lectures on education (@27 volumes!)
- **@1,000 Waldorf schools** in 60 countries today
- **@150 Waldorf schools** in North America today
- Many "Waldorf inspired" /Charter Schools



Stuttgart Waldorf School

# Waldorf Curriculum 101

- Guided by a republican form of self-governance
  - “Any state in which supreme power is held by the people or their elected representatives as opposed to by a monarch etc.; a commonwealth.” ~ SOED
  - No headmaster/principal
  - All teachers commit to ongoing self-development
  - Freedom in teaching = taps into our authentic self



Stuttgart Waldorf School

# Waldorf Curriculum 101

- **German Expressionism and Anthroposophy** fueled new artistic impulses at the turn of the 20<sup>th</sup> century:
  - **Eurythmy** – music and speech made visible through the human body, invented by Steiner and Marie von Sivers
  - **Painting** – a new school, post-impressionist, based upon Goethe's color theory
  - **Speech & Drama**
  - **Architecture & Sculpture** – as seen in the Goetheanum's design



# Waldorf Curriculum 101

- “All Waldorf education is an awakening of soul capacities. We begin with *willing*, then educate the *feeling*, and then stand back in awe as *thoughts* awaken in the students.”

~ Torin Finser, *A Second Classroom: Parent-Teacher Relationships in a Waldorf School* (2014)

- Age 0-7 – *Imitation emphasized*  
(*willing/hands, Early Childhood*)
- Age 7-14 – *Imagination emphasized*  
(*feeling/heart, Grades 1-8*)
- Age 14-21 – *Intellect emphasized*  
(*thinking/head, High School*)



# Waldorf Curriculum 101

- **Core Principles of Waldorf Education**

~ From the Pedagogical Section Council of North America (amended August 2014)

1. **Image of the human being** – a multidimensional “iceberg” being (body, mind, soul and spirit)
2. **Phases of child development** – 7 year phases, unique physical, emotional, cognitive traits (e.g., 7/9/12-year changes)
3. **Developmental curriculum** – Age appropriate activities 0-7, 7-14- 14-21 (willing, feeling, thinking)
4. **Freedom in teaching** – “teachers must invent the curriculum at every moment” ~ Rudolf Steiner

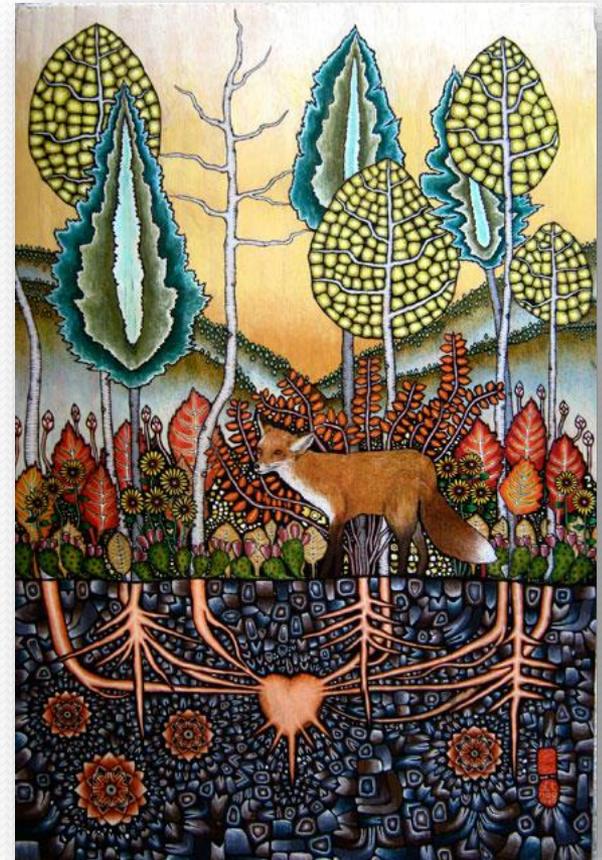


# Waldorf Curriculum 101

- **Core Principles of Waldorf Education**

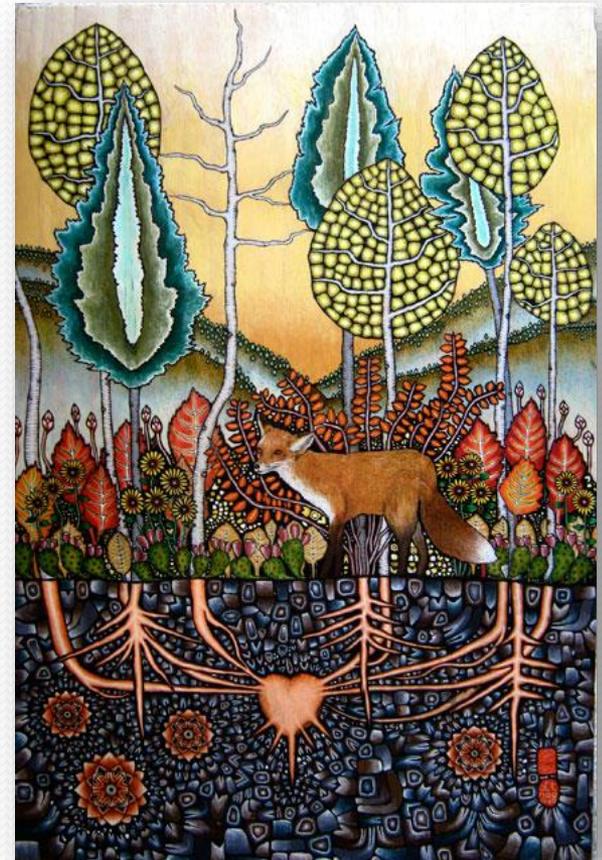
~ From the Pedagogical Section Council of North America (amended August 2014)

5. **Methodology in teaching** – Steiner’s indications as pedagogical foundation
  - **Artistic metamorphosis** – artistic hands-on activities
  - **From experience to concept** – willing to feeling to thinking (constructivist)
  - **Holistic process** – explore whole/part relationships (holons)
  - **Use of rhythm and repetition** – daily, weekly, monthly, yearly cycles
6. **Relationships** – daily, healthy working with students, parents, *and* colleagues
7. **Spiritual orientation** – faculty and individual study, artistic skills cultivated, ongoing professional development



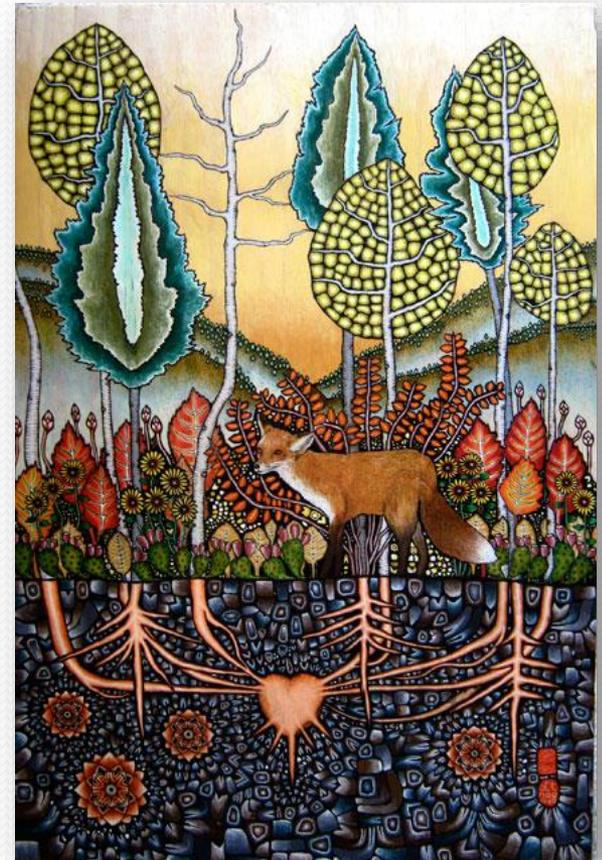
# Waldorf Curriculum 101

- **Your Westside Waldorf School**
  - **Early Childhood**
    - Parent Toddler (1 year)
    - Nursery (2 years)
    - Kindergarten (2 years)
  - Nurtures a daily routine consisting of:
    - free play
    - guided activities (language, arithmetic, painting, drawing, cooking, etc.)
    - social skills
    - story time
    - snack time
    - nap time, etc.



# Waldorf Curriculum 101

- **Your Westside Waldorf School**
  - **Grades 1-8 Daily Rhythm:**
    - **Main lesson** (2 hours to begin each day)
    - Followed by **Special Subjects** and **Skills** classes (40 min.)
    - **Snack and lunch/recess** (free play)
    - **Homework** – variable spectrum
  - **Grades 1-8 Weekly/Monthly Rhythm:**
    - **Blocks** (3-4 weeks long, @ 9 per year)
    - **Field Trips, Class Plays, Assemblies, Concerts, etc.**
    - **Scope & Sequence** – content goals and objectives based on developmental stages (Introduction, Review, Mastery)
    - **Assessment** – variety of *qualitative* and *quantitative*, no “grades” until Middle School (6-8), a spectrum of differentiation (e.g., beginner, intermediate, advanced)



# Waldorf School Curriculum

## An Overview for American Waldorf School Teachers

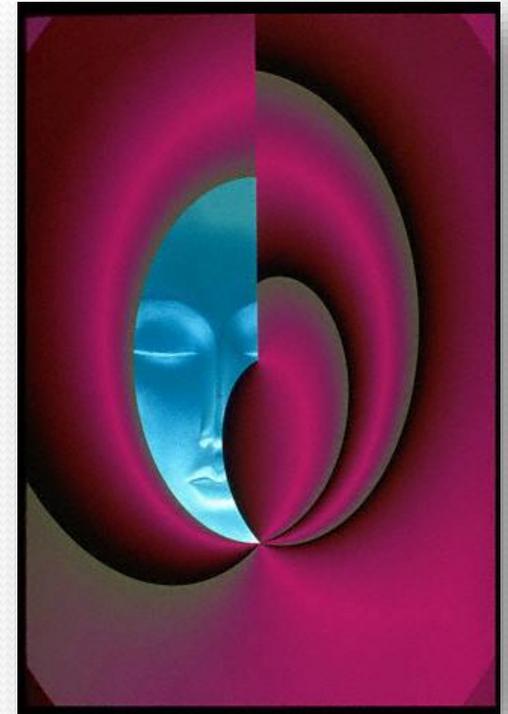
These course descriptions present possibilities for teachers to expand upon

	INNER PATH — THE WORD							OUTER PATH — SENSE PERCEPTION AND MOVEMENT									
	HISTORY	LITERATURE	ENGLISH & GRAMMAR	LANGUAGES	GEOGRAPHY	SCIENCES	MATHEMATICS	DRAWING	PAINTING	HANDWORK	WOODWORK	MODELING	MUSIC	EURYTHMY	PHYSICAL ED	NOTES	
1	Fairy tales: Grimm, Andersen, and Poe The revelation of human archetypal biography is given through the fairy tale, as well as examples of the creative power and guidance existing within its universals Poems with strong rhythms	Drawings and paintings give birth to the letters Vowels come from feelings Capital letters Simple words Speech exercises	English & Grammar Drawings and paintings give birth to the letters Vowels come from feelings Capital letters Simple words Speech exercises	Two languages taught by ear through imitation of songs, games, poems, and plays Languages taught include German, French, Russian, and Spanish - other schools teach Hebrew, Chinese, Hebrew, and other languages	The wonder of nature through observation The environment through observation Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Whole numbers 4 rules (2x4) Counting (1-144) Rhythms Arithmetic Roman numerals Working from whole to the part Attention is based on writing	Curves Lines Patterns Letters of the alphabet Use block crayons Whole numbers Time tables Number patterns Column adding Situation problems Time Working with money Attention is based on thinking	Wet painting using water colors and natural materials with the three primary colors Cultivate a sense for form and color Painting methods, not detail	Knitting: using two needles and natural materials with strong turn colors to make a scarf, hat, or flat bag This activity develops small motor skills, a sense for form and color. It stimulates "inner math" and counting skills.	Haybale and stick woodbuilding Beehive, scenes from fairy tales - Let the light penetrate the wax	Beehive, scenes from fairy tales - Let the light penetrate the wax	Pentatonic recorder All songs in pentatonic scale Beat rhythms Seasonal songs Strong rhythmic songs Singing and action games	Movements copying human actions The pentatonic scale The vowels Clapping simple meters Forms and rhythms Dramatize fairy tales Tone earthing	Circle games Singing games	The change of teeth is taking place.	
2	Fables: Aesop's and Celtic legends of saints Local folklore American Indian stories The King of Ireland's Son by Padraic Colum	Begin reading from children's own written main lesson books then on to their first reading book Plays and speech work Simple sentences Rhyming words	English & Grammar Begin reading from children's own written main lesson books then on to their first reading book Plays and speech work Simple sentences Rhyming words	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Whole numbers Time tables Number patterns Column adding Situation problems Time Working with money Attention is based on thinking	Symmetry: mirror drawing Time tables Use block and stick crayons	Introduce three secondary colors Allow animal forms to emerge from the colors	Crochet work: using simple stitching to make pot holders, mats, and the like	Lean to's and small short-line structures	Beehive, scenes from legends, fables, etc.	Pentatonic recorder: songs to accompany fables Art songs, folk songs	Rhythms The consonants Social exercises Tone earthing	Jump rope hop scotch rhythmic games	The "social being" of the class must be carefully nurtured.	
3	Biblical stories as part of ancient history American Indian tales and fables	Old Testament - Son of Cain, and Jarmey in the Promised Land Fairy tales Poetry from main lesson Reading from main lesson	English & Grammar Old Testament - Son of Cain, and Jarmey in the Promised Land Fairy tales Poetry from main lesson Reading from main lesson	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Whole numbers Time tables Number patterns Column adding Situation problems Time Working with money Attention is based on thinking	Form drawing Use stick crayons Introduce pencils	Luster colors Paint from main lesson work Interaction of color is important	Crochet work: making larger objects, such as purses and animals	Forest walls and stories about trees and animals Housebuilding: build a small structure as a class Build a small brick wall using a variety of brick joints	Beehive, scenes from main lesson work	Pentatonic recorder: songs to accompany fables Art songs, folk songs	Rhythms The consonants Social exercises Tone earthing	Ring games Line games Work games and songs Ball tossing games	The transition from play to work is understood The child's growth accelerates The age of dream is passing	
4	Local geography Why the early settlers chose your particular geographic area and how they developed the natural resources there	Norse sagas Poetry Alliteration Children should learn to appreciate their own history of a poem	English & Grammar Norse sagas Poetry Alliteration Children should learn to appreciate their own history of a poem	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Whole numbers Time tables Number patterns Column adding Situation problems Time Working with money Attention is based on thinking	Geometric drawing (freehand) Form drawing Interlocking (Nordic) forms Drawing (writing)	Put the form first, then pour light over it Painting becomes more expressive and defined	Cross stitch and other embroidery: making pin cushions and handwork bags	Forest walls and stories about trees and animals Housebuilding: build a small structure as a class Build a small brick wall using a variety of brick joints	Clay modeling, animals, geometric shapes Work from a whole lump of clay	Chorus and orchestra Time values Harmony The major and minor third Scales Ballad and canon Read music from notation	The grammatical element Concrete and abstract forms Simple major and minor melodies, sharp and flat Apollonian forms Aliterative meter with a deep quality of will Tone earthing	Running, jumping, and throwing games Square and folk dancing	Transition: the child becomes more inward and independent The heartbeat slows to a 4:1 ratio with the breathing, which is the same as an adult.	
5	Fine historical events Ancient history The lives of Manu, Rama, Buddha, Zarathustra, Gilgamesh, Kshuti, and Orpheus	Active and passive verbs Synonyms Homonyms Syntax Punctuation Writing: composition with emphasis on descriptions, book reports-oral and written Letter writing reports Spelling: rules and ten words per week - Introduce the dictionary and its use	English & Grammar Active and passive verbs Synonyms Homonyms Syntax Punctuation Writing: composition with emphasis on descriptions, book reports-oral and written Letter writing reports Spelling: rules and ten words per week - Introduce the dictionary and its use	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Whole numbers Time tables Number patterns Column adding Situation problems Time Working with money Attention is based on thinking	Decimal numbers Fractions Whole numbers Time tables Number patterns Reciprocals Metric system	Exact geometric drawing Draw first in rigid Egyptian and Babylonian styles Borders in black Books can be designed using Greek and Egyptian forms	Work from light into dark Knitting: using four needles to make socks, mittens, and hats	Work with clay Clay tablets Greek columns High and low relief	Greek vases in clay Clay tablets Greek columns High and low relief	Three-part singing The major and minor scales Playing above the octave Rounds and canons in major and minor Tone earthing	Limbs contrast exercises Movement to simple poems Major scales Simple melodies Severe modulations to musical forms Harmonious rhythms Tone earthing	Rhythmic exercises: building of human pyramids Greek sports: javelin, discus, shot put, high jump, long jump, etc. Kickball and softball	The child's self-consciousness becomes stronger At this age the child is in harmony with herself and in his or her surroundings	
6	The fall of Troy to the founding of Rome through the monarchy, republic, and empire The life of Christ, the Crusades The life of Muhammad and the Islamic people Medieval society: the cloister, the castle, and the city	Tales of chivalry: Manu of Iron by Pyle The life of Christ, the Crusades The life of Muhammad and the Islamic people Medieval society: the cloister, the castle, and the city	English & Grammar Tales of chivalry: Manu of Iron by Pyle The life of Christ, the Crusades The life of Muhammad and the Islamic people Medieval society: the cloister, the castle, and the city	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Whole numbers Time tables Number patterns Column adding Situation problems Time Working with money Attention is based on thinking	Mathematical sentences Interest, profit and loss Percentage Money Ratio Proportion Exchange Introduction equations	Exact geometric drawing Two-dimensional, to three-dimensional Mosaic pictures Black and white drawing Shadows	Landscape Color Contrasts Tracings Spectrum	Sewing: stuffed animals, work aprons, etc.	Begin using saws, rasps, and gouges to shape an animal, a spoon, etc. The aim is to develop the skill Study of concave shapes	Bas-relief in Roman style	Two- and three-part choruses Songs of minstrels Secular modulations to musical forms Descant, alto, and tenor recorders Roman music	Rod exercises Grammatical forms Tone earthing Severe modulations to musical forms Threefold walking Alliteration Geometrical forms and transformations Roman music	Greek sports: declamation, pentathlon Team sports: kickball, softball, kings, etc.	The commencement of puberty and all its challenges. The child's forces enter into the skeleton Grace is temporarily lost. The children can be awestruck!
7	1400-1700 The Age of Exploration The Reformation The Renaissance Many biographies are experienced	Arthurian legends, historical novels Biography: Humorous stories Tales of adventure and discovery Ballads, Poems Renaissance stories about tribal life	English & Grammar Arthurian legends, historical novels Biography: Humorous stories Tales of adventure and discovery Ballads, Poems Renaissance stories about tribal life	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Whole numbers Time tables Number patterns Column adding Situation problems Time Working with money Attention is based on thinking	Business mathematics Graphing Algebra Percentages Areas Powers Formulas	Exact geometric drawing Two-dimensional, to three-dimensional Mosaic pictures Black and white drawing	Wet and dry paper Transparent colors	Sewing and embroidery: hand puppets, slippers, etc.	Use mallets, gouges, chisels to create turn pole, movable toys, primitive looms from tree trunks	The human hand, feet, bones, etc., in clay Black fired pottery Raku	Mixes Ballads Opera and oratorio Recorder continues Renaissance music	Contrasting moods The minor scales Melodies of the old masters The inner characteristic of poems Poems of will, wonder and spirit Tone earthing Ballads with dramatic movement, humor and tragedy	Exercises concerned with contrasting brightness and lightness Tumbling and rope games Team sports and games Circus	The children are charged with emotional vitality They question everything and seek to overthrow authority!
8	1700 to the present The Industrial Revolution to the Modern Day Shakespeare, Napoleon, Ford, Edison, Jefferson, Lincoln, etc. American history	Shakespeare Poetry: epic and dramatic Stories about Jefferson, Lincoln, etc. American history	English & Grammar Shakespeare Poetry: epic and dramatic Stories about Jefferson, Lincoln, etc. American history	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Whole numbers Time tables Number patterns Column adding Situation problems Time Working with money Attention is based on thinking	Practical mathematics Signed numbers Equations Mensuration Number theory Set concepts	Exact geometric drawing Three-dimensional Theorems, volumes of solids, laws of logic Euclidean geometry Black-and-white drawing with charcoal	Discover space in color	Sewing: garments, such as simple tunics and blouses	Continue above Literate mechanics to make simple movable toys, a stool, carved boxes, etc.	The human head in clay	Elizabethan songs African-American spirituals Symphonic form American music	Poems with tension and relief, contraction and expansion Tone earthing Modification from major to minor Poems with strong contrasting soul moods	Greek wrestling Gymnastics with equipment Team games and sports Rhythmic exercises Circus	The commencement of adolescence Intellectual powers are now awakening!
END OF THE ELEMENTARY SCHOOL YEARS WITH THE CLASS TEACHER * BEGINNING OF THE HIGH SCHOOL * SPECIALIST TEACHERS GIVE THE MAIN LESSON																	
9	Modern history with emphasis on Europe and dealing with the political, social, and industrial revolutions from the late eighteenth century to the present The great inventions	Comedy and tragedy as expressed in drama and the short story Shakespeare through the Romantics Larger essays on themes from eighth grade history can be given Biography Grammar review Poetry: ballads	English & Grammar Comedy and tragedy as expressed in drama and the short story Shakespeare through the Romantics Larger essays on themes from eighth grade history can be given Biography Grammar review Poetry: ballads	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Algebra I combinations, permutations, variations, algebraic statistics, probability, binomial theorem, quadratic equations Systems of exchange Euclidean geometry Begin typing on a computer keyboard	Euclidean geometry, charcoal drawing and descriptive geometry Solid geometry Black-and-white drawing and construction Calligraphy	Colors on objects, the interplay of light and mood in landscape	Sewing, spinning, embroidery Designing book covers Basketry Pottery Gardening Copperwork	Gouging a bowl from hollowed wood Developing practical building skills Measuring, sawing, planing Simple furniture construction	Sculpture using clay, wood, and stone Working through tenth grade Head from coil pot, working from the inside and leaving the back open Human physiognomy Anatomization of face from infant to teenage to adult Age to age to goyle	Mixed choir and orchestra Recorder: individual and group Musical literature of past and present	Eurythmy is presented from a new point of view Students enter into the inner being of sound Main chords Longer poems Beat rhythm, and pitch of a musical composition is practiced	Gymnastics with apparatus: hoops, parallel bars, rings, high bar, and rings Circus Ball games: juggling, ball-throwing, tumbling The main question is "What?" Our task is to place their feet firmly in the ground in the modern world.	Everything in the world is important The ninth grader feels the world is his, or hers? They jump into activity and then think about it The main question is "What?" Our task is to place their feet firmly in the ground in the modern world.	
10	Ancient history: the earliest Indian, Persian, and Egyptian history up to the decline of the freedom of the Greek states under Alexander the Great.	Dramatic literature: the novel Edna, Gilgamesh, Beowulf, Nibelungenlied, Arabian Nights Creative writing: Task in writing: comparisons - Short story writing - Essays dealing with literature Research paper on a pre-Christian theme History of language Poetry: epic poetry	English & Grammar Dramatic literature: the novel Edna, Gilgamesh, Beowulf, Nibelungenlied, Arabian Nights Creative writing: Task in writing: comparisons - Short story writing - Essays dealing with literature Research paper on a pre-Christian theme History of language Poetry: epic poetry	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Algebra II logarithms Plane trigonometry Land surveying Euclidean, coordinate and projective geometry	Simple interpretations Euclidean, coordinate and projective geometry	Complementary colors Wet and dry paper Self life Laws of color Complementary and discordant colors	Metal working Landscape, dyeing, textiles Basketry Enamel work Pottery Stained glass work Gardening	Joinery: boxes, inlaid, and independent work Working from the inside and gouging Pottery Stained glass work Gardening	Joetry: boxes, inlaid, and independent work Working from the inside and gouging Pottery Stained glass work Gardening	Poems and meters from main lesson Tone earthing Thinking, feeling, and willing as expressed through movements in space Dionysian forms	Circus Bowling Gymnastics: tumbling Experience the vertical leap Consciousness of height: handstands, cartwheels, rolls, flips	The children should learn that thinking embraces the entire world. The main question for this age is "How?" There is a quiet movement between the life of feeling and the life of thoughts!		
11	Roman, medieval, and Renaissance history	Contract is the theme of the year. Oration/Catechize; compare/contrast Dante and Chaucer Medieval romance Story writing Task in writing: contrast and analyze Research paper on a medieval topic Poetry: dramatic poetry	English & Grammar Contract is the theme of the year. Oration/Catechize; compare/contrast Dante and Chaucer Medieval romance Story writing Task in writing: contrast and analyze Research paper on a medieval topic Poetry: dramatic poetry	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Algebra III: logarithms, exponential equations, quadratic equations, spherical trigonometry - Projective geometry, including mathematics, astronomy and rational trigonometry Logic boards - Boolean algebra Logic tables - Build small computers using bread-boards	The human form Landscape Projective geometry	Copy the masters in various media	Bark, weaving, spinning, dyeing Bookbinding: gilding and marbling books Blacksmithing Woolley, shoes, etc. Basketry Pottery Gardening	Practical carpentry and joinery, continued	Animal forms	History of music Understanding the aesthetics of music: laws, intervals, etc.	Tone earthing: work with several parts and simple musical compositions Make students aware of the difference between the Apollonian and Dionysian element through eurythmical motion	Circus Sports: track, volleyball, basketball, softball, soccer, etc.	The teacher is met with questions: When are we going? What quality matters? Is this the part of everything? The main question is "Why?" The maturity of thought begins to become visible They can experience their own thinking	
12	Modern and world history survey Look at history from the present perspective Look at commonalities, fascisms, theocratic social order, etc.	The Transcendentalists: Emerson, Hawthorne, Thoreau, and Whitman Modern European literature: Goethe's Faust, Ibsen, Nietzsche or Herman Russian literature Creative writing Poetry: lyric poetry Task in writing: synthesize	English & Grammar The Transcendentalists: Emerson, Hawthorne, Thoreau, and Whitman Modern European literature: Goethe's Faust, Ibsen, Nietzsche or Herman Russian literature Creative writing Poetry: lyric poetry Task in writing: synthesize	Counting Names of animals, family members, parts of the body, foods, etc. The seasons The colors Months of the year, etc.	Practical studies: householding, farming, and clothing From Cain in his cave to the nomads, tent dwellers, cliff dwellers, lake dwellers, to a modern house-social implications Practical work: brick walls, wood, or stone hovel, silk, farm life, grains, root, leaf and stem vegetables Cycles of the year: Practical work in a class garden	Nature studies based on stories, presented in an imaginative and alive manner Conscious exercises in the observation and sensory experience of Nature Cooking	Whole numbers Time tables Number patterns Column adding Situation problems Time Working with money Attention is based on thinking	Algebra and Geometry are brought together: analytical, probabilistic, number theory, graph sections, combinatorics, trigonometry, Euclidean and spherical calculus Programming - Logic Building simple computers	Descriptive geometry as applied to practical problems in architecture	Individual creation	Bark, weaving, spinning, dyeing Bookbinding: gilding and marbling books Leatherwork: wallets, shoes, etc. Blacksmithing: jewelry making Pottery Gardening Basketry	House construction, advanced furniture making Sculpture	The full human form	Harmonic: female Longer poetic forms and musical compositions	Circus: help teach skills to younger children Drivers' education for students sixteen years and older The main question for this age is "Why?" 36% concerned with questions of justice, judgment, and discretion—which are exercised more independently.		



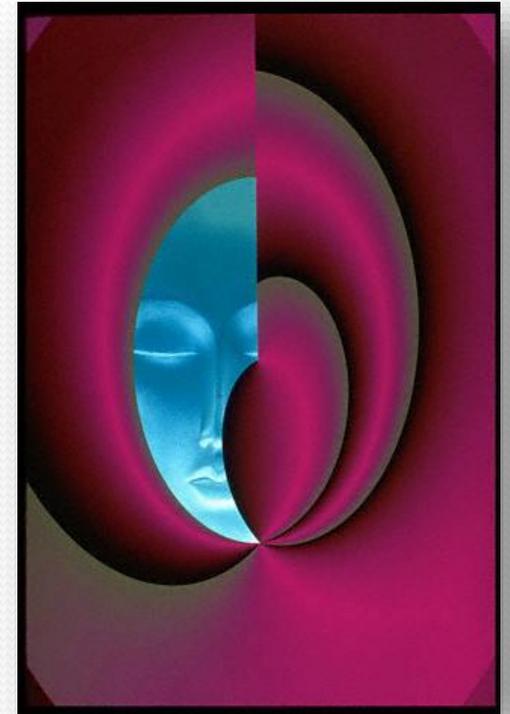
# Personal Development 101

- “Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself.” ~ Rumi
- If the goal of education is to plant the seeds to create “free functioning fully integrated human beings”, what happens after formal schooling?
- Anthroposophical view – 7-year cycles up to age 63
  - These 9 cycles reflect the 9-fold human being’s potentials to manifest during a lifetime.
  - We already saw 7, 14, 21 year phases, but what about 28, 35, 42, 49, 46, 63...?



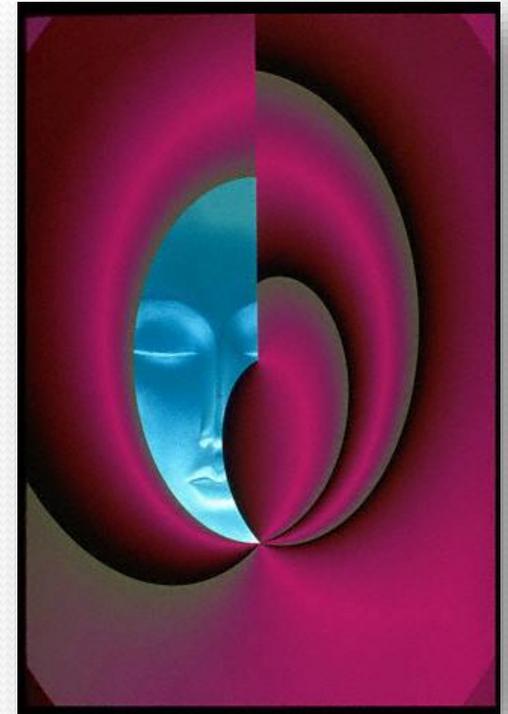
# Personal Development 101

- Steiner's Key Anthroposophical Works:
  - *Intuitive Thinking As Spiritual Path (A Philosophy of Freedom, 1894)*
  - *Theosophy (1903)*
  - *How to Know Higher Worlds (1904)*
  - *An Outline of Esoteric Science (1910)*
  - *The Calendar of the Soul (1912)*



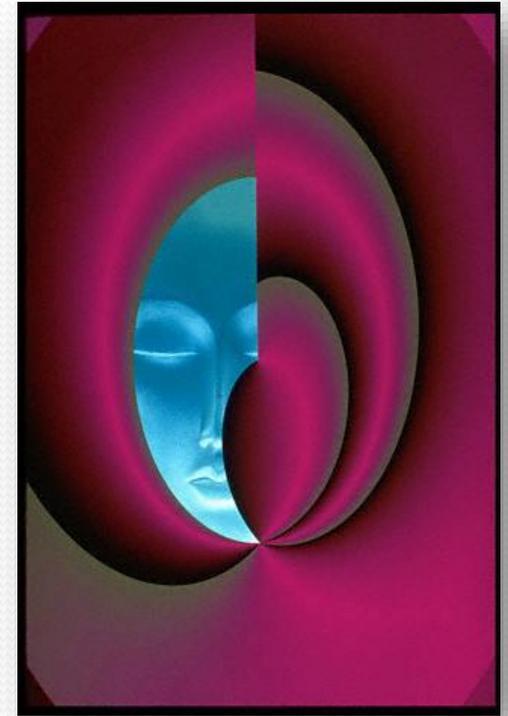
# Personal Development 101

- Anthroposophy = a “modern path of initiation” through western esotericism (one path!)
  - 7 main stages (various metaphors used to describe)
- What is the nature of your personal practice?
  - Meditation (active, passive)
  - Contemplation (active)
  - Cultivating *imagination, inspiration, intuition* – how to discern?
  - What about exercise, diet and rest?
  - What else might be missing?



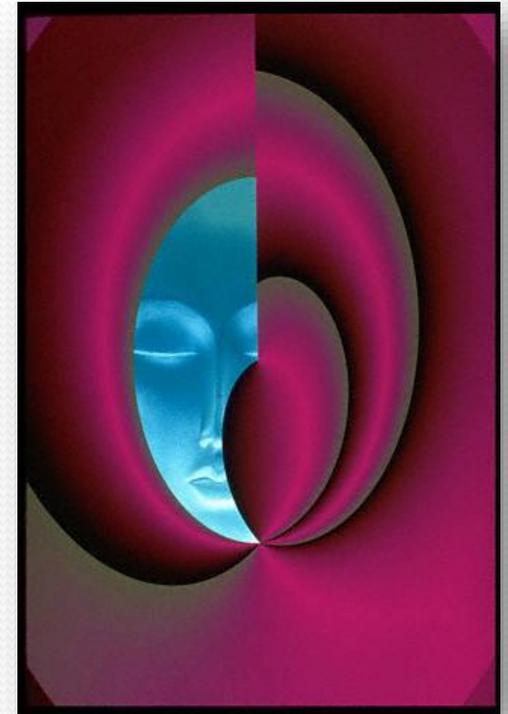
# Personal Development 101

- Personal development practices are by nature *therapeutic*
  - They restore, rebalance, replenish, heal and promote equilibrium to face new developmental challenges/stages
- Personal practice must be tailored individually, there is no one size fits all method!
- We develop our personal practice over time, with ups and downs, starts and stops, plateaus, breakthroughs along the way.



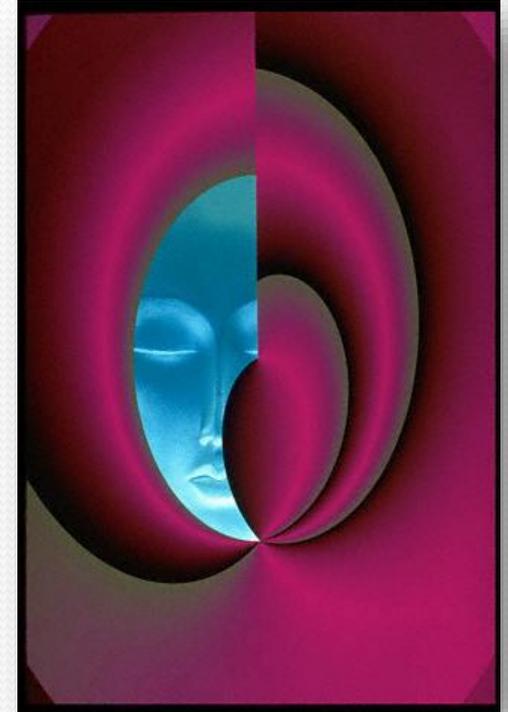
# Personal Development 101

- "Science is not enough, religion is not enough, art is not enough, politics and economics are not enough, nor is love, nor is duty, nor is action however disinterested, nor, however sublime, is contemplation. Nothing short of everything, will really do." ~ Aldous Huxley, *Island* (1962)
- Recommendations:
  - Leonard & Murphy (Esalen) – Integral Transformative Practice (ITP)
  - Wilber (Integral Institute) – Integral Life Practice (ILP)
    - Steiner – Broad (Integral) Anthroposophy



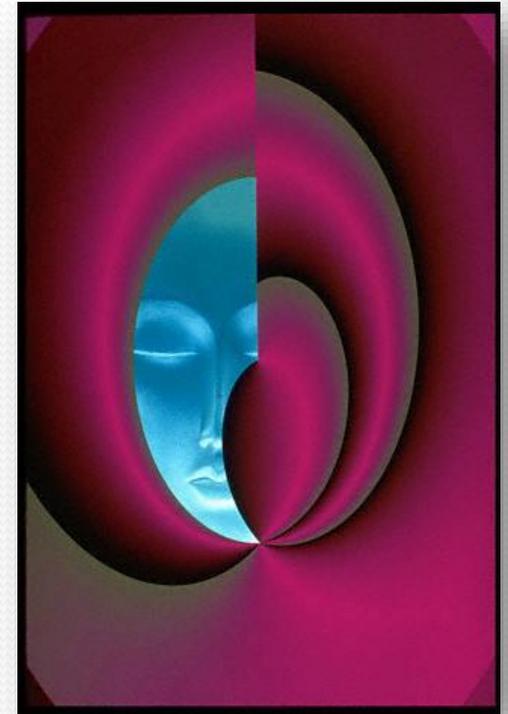
# Personal Development 101

- Relationships with self and others are crucial!
  - They form the foundation of all healthy “Communities of Practice”
  - “There are three principles in a man’s being and life, the principle of thought, the principle of speech, and the principle of action. The origin of all conflict between me and my fellow men is that I do not say what I mean and I don’t do what I say.” ~ Martin Buber
  - Martin Buber – “I-Thou” = We-space is the basis of all communities!
- We must develop empathy, compassion, love, trust, acceptance, forgiveness, deep listening and speaking skills



# Personal Development 101

- Shadow work is another central element in our toolbox!
  - You can sit on a meditation mat for decades, achieve stable, robust spiritual states, and never become conscious of shadow elements
- What is your shadow?
  - Splintered off, dissociated, unconscious aspects of your ego = your “inner asshole/critic/wounded child, adolescent, adult, etc.”
  - Physical, emotional, mental, psychic shadow fragments abound



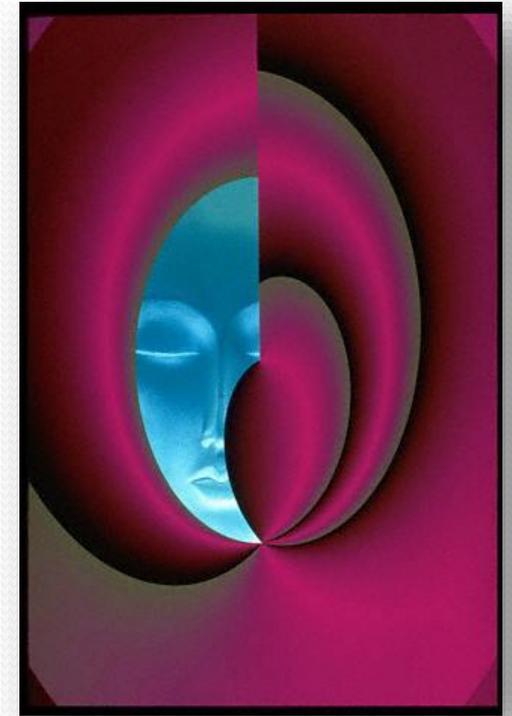
# Personal Development 101



- *You are responsible for your shadow!*
- Steiner calls it “the double”
- Working with your shadow
  - How to discern?
  - The Mirror of Self – a metaphor
  - 3-2-1 Shadow Practice – from Wilber’s ILP
  - Once identified, shadow elements are exaggerated until they are consciously reclaimed.

# Personal Development 101

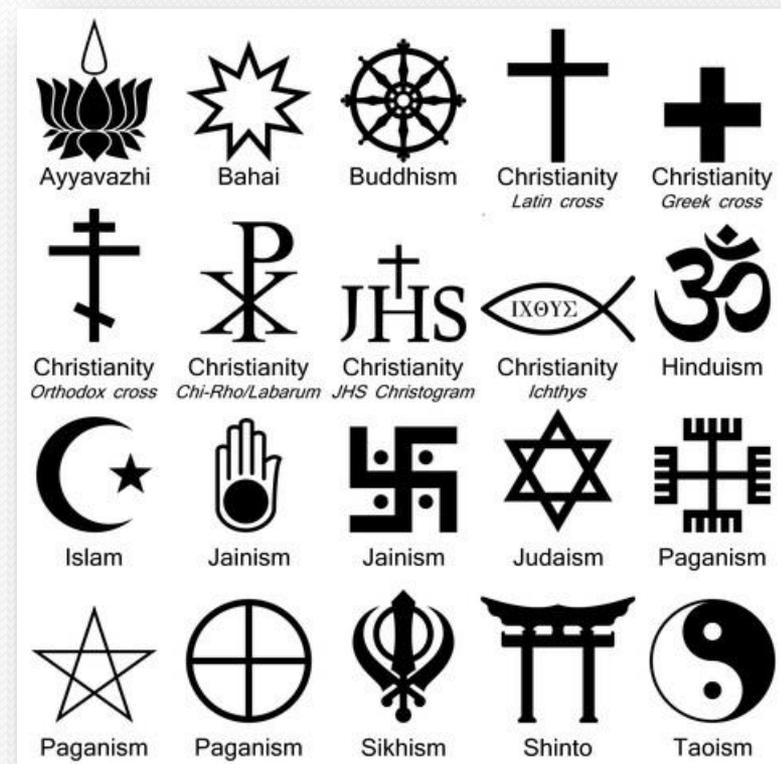
- All Waldorf teachers and administrators are mandated by Steiner's indications to pursue inner, transformative, therapeutic work!
- In our collective striving at self-development, we set a powerful intention to create our best self every day to bring to school.
- Our best self, in turn, is the key to successfully unlock the mysteries and challenges the children present us with in daily fashion!





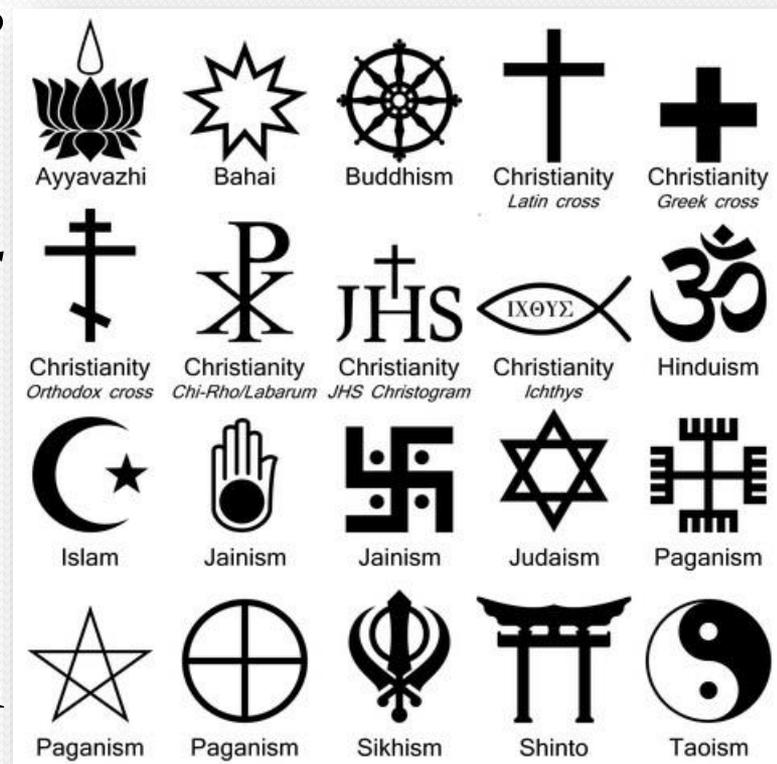
# Community Building 101

- **Is Anthroposophy a religion?**
  - A complex and nuanced topic!
    - Legal, economic and political issues
  - “Belief in or sensing of some superhuman controlling power or powers, entitled to obedience, reverence, and worship, or in a system defining a code of living, esp. as a means to achieve spiritual or material improvement; acceptance of such belief (esp. as represented by an organized Church) as a standard of spiritual and practical life; the expression of this in worship etc.”  
~ SOED



# Community Building 101

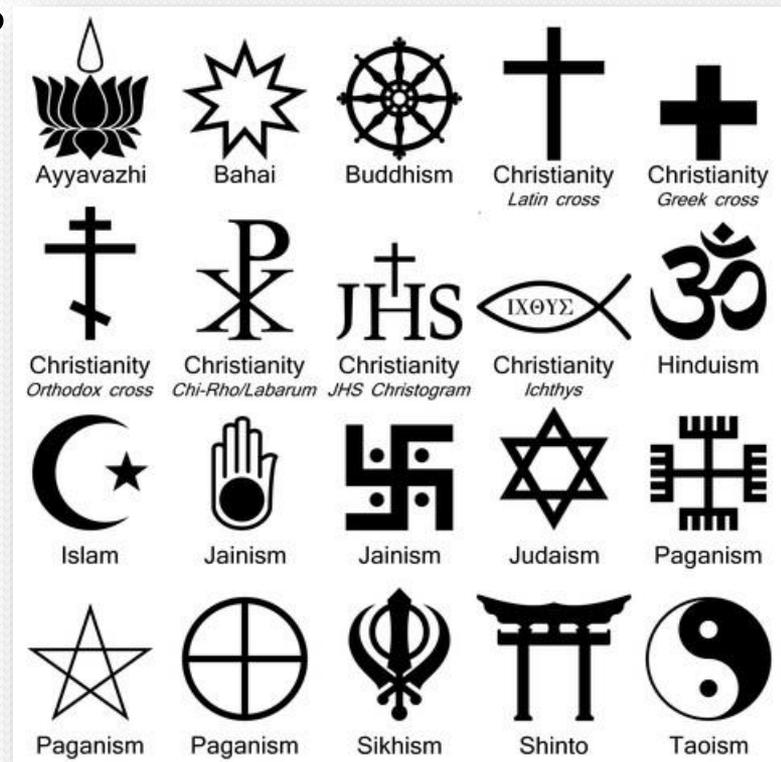
- **Is Anthroposophy a religion?**
  - A 1999-2012 court case – did the Sacramento and Twin Ridges School Districts’ charter schools violate separation of church and state using public education funds for charter schools?
  - Steiner created *The Christian Community*, an exoteric branch of Anthroposophy for daily, monthly, yearly ritual (birth, death, marriage, seasonal celebrations, etc.)



# Community Building 101

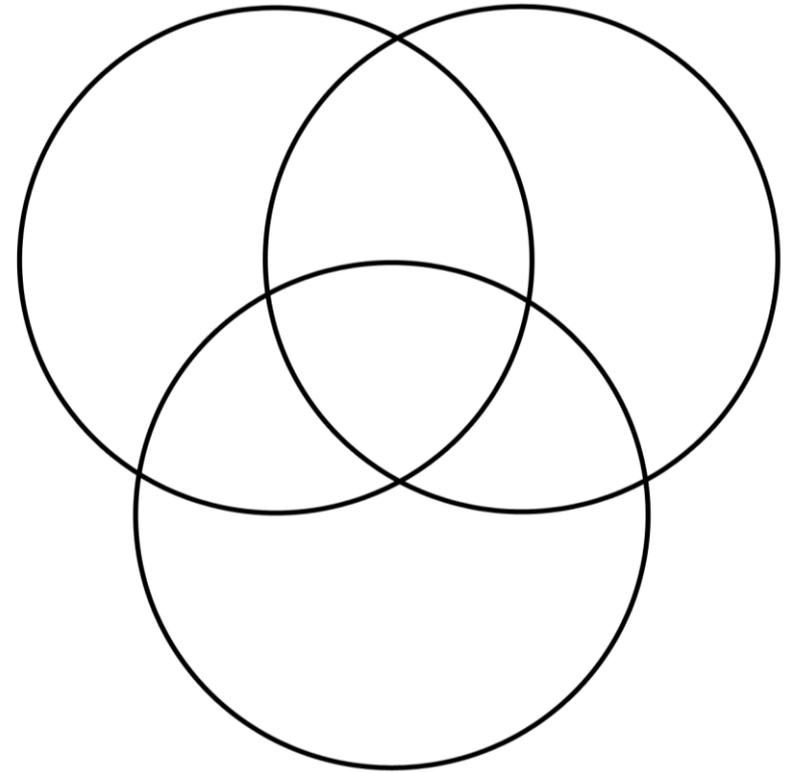
- **Is Anthroposophy a religion?**

- Steiner schools are by definition nonsectarian, but were birthed from a Eurocentric, Christian cultural milieu (“lineage mind”).
- WWS is striving toward increased diversity and multicultural representation in the curriculum.
- But that has to be brought authentically by real, living teachers!
  - E.g., Diversity Committee, Festival of Lights , various seasonal celebrations within our curriculum



# Community Building 101

- Steiner's 3-Fold Social Order
  - Post-WWI initiative at social renewal in the aftermath
  - Three main spheres:
    1. **Legal** (jurisprudence)
    2. **Economic** (financial)
    3. **Social** (education, spiritual)
  - Ideal = create a healthy set of checks and balances to promote maximum synergy!

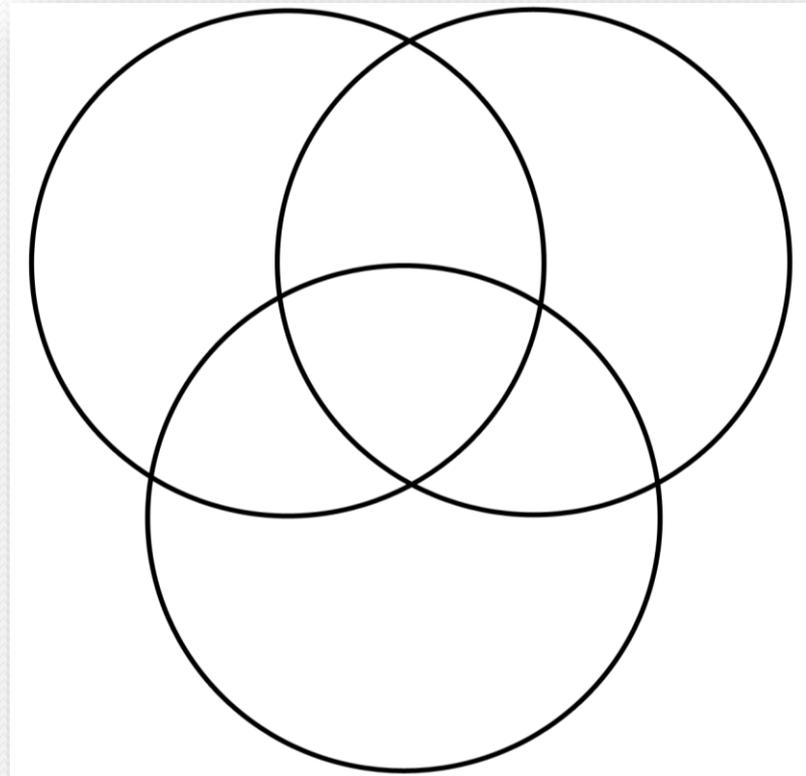


# Community Building 101

- Steiner's 3-Fold Social Order

~ Gary Lamb, *The Social Mission of Waldorf Education* (2004)

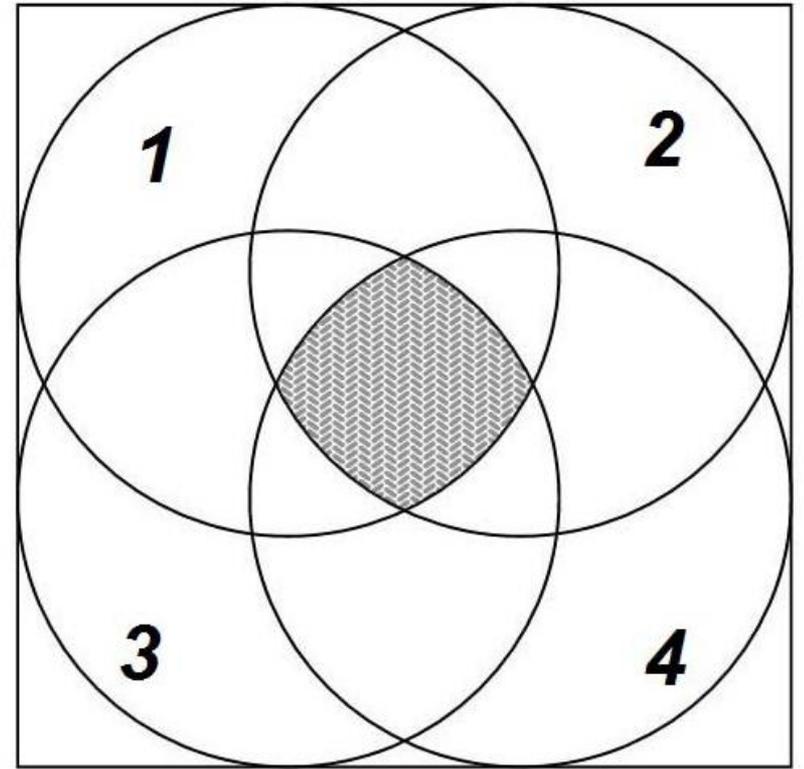
- Ideal = Waldorf Schools should not be unduly influenced by legal and financial spheres
- E.g., lawyers, politicians, bankers, corporate officers should not be directly involved in pedagogical matters!
- However, Steiner was pragmatic in breaking his own rules!





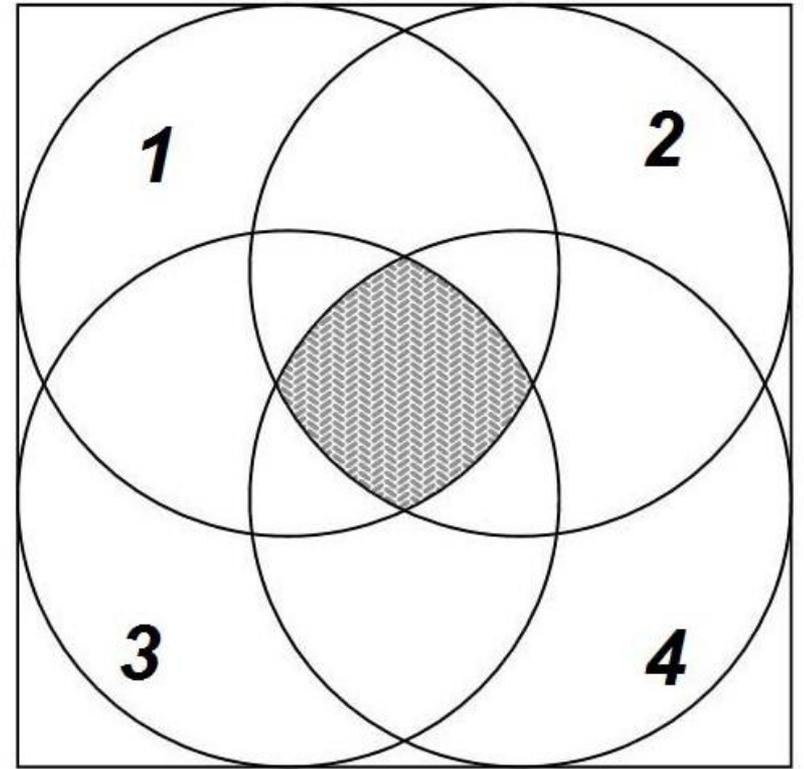
# Community Building 101

- Main Spheres at WWS:
  1. **Leadership Council** – legal emphasis
    - Functions as Head of School
    - Oversees daily operations
  2. **College of Teachers** – pedagogical emphasis
    - Begun in September 2015
    - Oversees all educational programs
  3. **Board** – financial emphasis
    - Fiduciary oversight of finances, strategic planning, bylaws, etc.
  4. **Parent Body** - unique
    - *Community Association* begun in March 2015
    - Oversees various social activities to support teachers, staff, and students



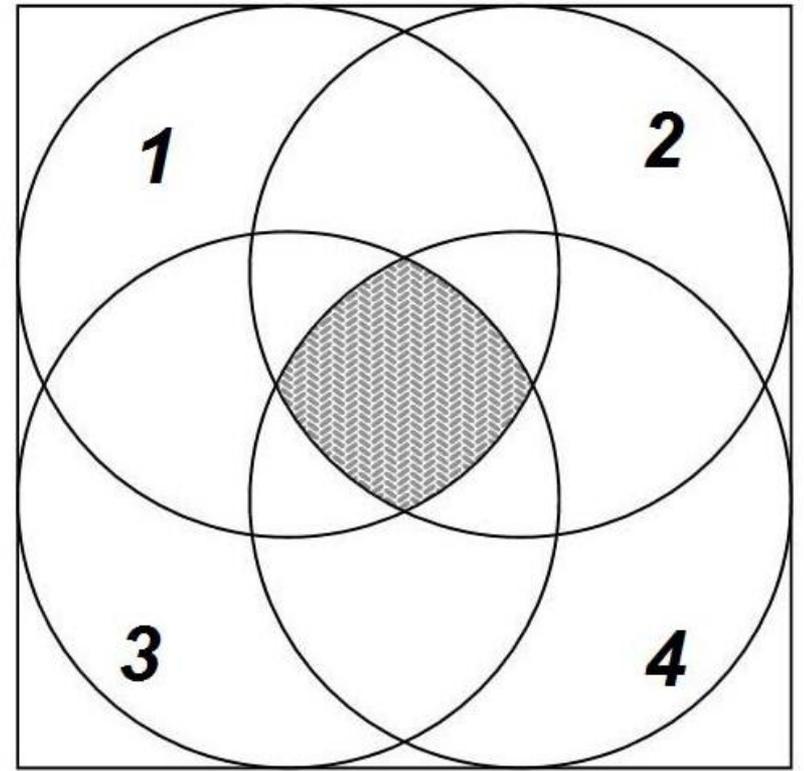
# Community Building 101

- AWSNA Accreditation Process (shared principles)
  - On and off for years
  - Self-Study begun in September 2014
  - Concluded in June 2016
  - Site visit in October 2016
  - Full Accreditation awarded in January 2019!
  - Ongoing 3-7 cycles of Self-Study thereafter!



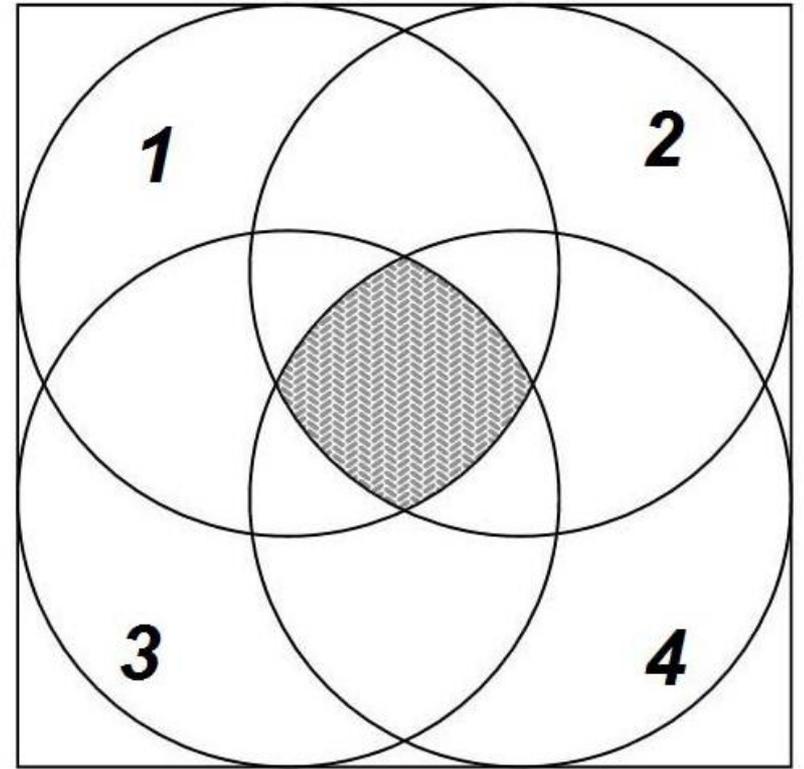
# Community Building 101

- Potential sources of conflict in a Waldorf School that require good governance:
  - Grades teachers
  - Special subjects teachers
  - Early childhood teachers
  - College of teachers
  - Administration
  - HR/Finance
  - Board
  - Parents
  - Part-time/Full-time



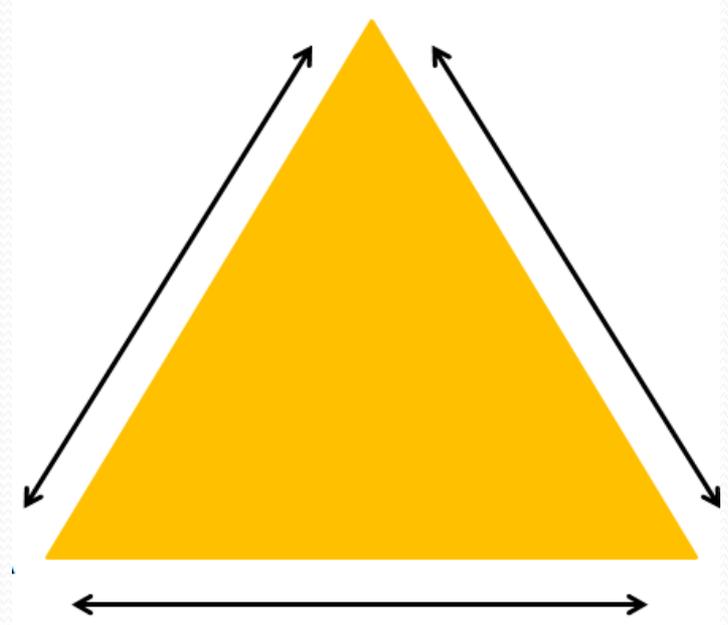
# Community Building 101

- Good governance:
  - Adequate systemic checks and balances
  - Adequate professional development for all staff and faculty
  - Driven by proactive, timely, clear communication
  - Transparent, accountable policies and procedures for leadership, rank and file



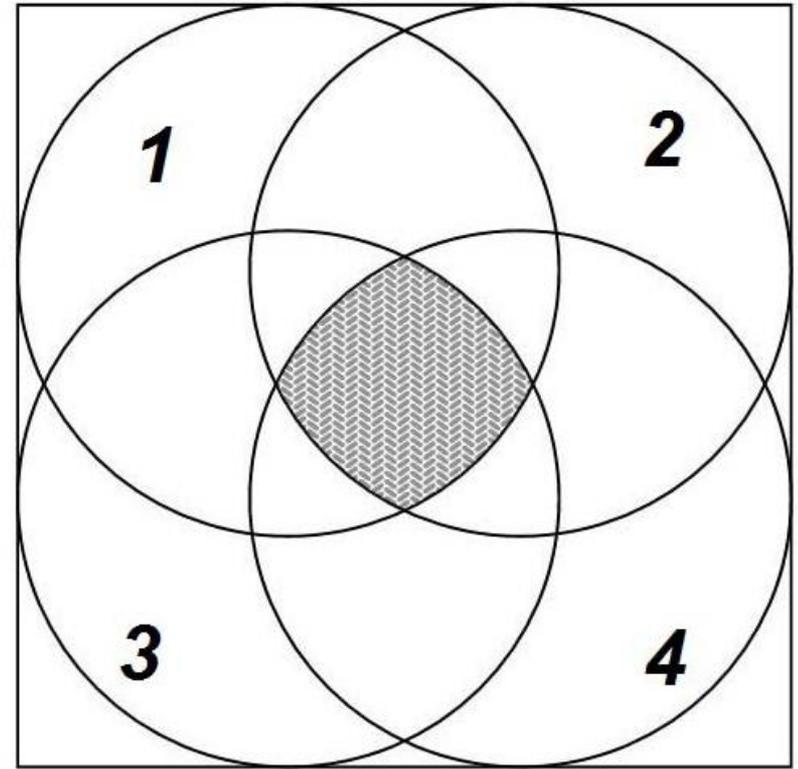
# Community Building 101

- **The Golden Triangle** (Bernard Lievegoed)
  1. Child
  2. Parent
  3. Teacher
- Clear, timely communication is critical!
  - Helps to maintain clear, consistent boundaries at home and at school
  - Embrace “the 50% rule”!
  - When done properly, it nips 98% of any challenges in the bud



# Community Building 101

- In Summary, we are building a **“Community of Practice”** at WWS based upon:
  - Steiner’s ideals of “social three-folding”
  - “Broad” Anthroposophy
  - AWSNA’s shared principles
  - Good governance within the 4 main spheres (including the “golden triangle”)
  - “If not us, then who? If not now, when?”



Thank You!

Questions?

