



Waldorf High School Teacher Education Program Curriculum Outline

200 PRINCIPLES & METHODS OF WALDORF EDUCATION (A-G)

How can Rudolf Steiner's lecture courses for teachers, including Foundations of Human Experience (formerly, Study of Man), Balance in Teaching, and Education for Adolescents, inform high school teaching in a Waldorf school today? How do we apply Steiner's concepts of the human soul, spirit, and physical body to growing and developing adolescents today? How are humanities, arts, and sciences integrated healthfully, and how do they mutually support healthy human development? What principles underlie the subjects we teach, and how do we interpret and embody these for contemporary students? Through reading, brief written responses, introductory lecture, and class discussion, participants will engage with Steiner's fundamental educational texts. Further, how does Steiner's image of a developing human being inform our methods, from day to day, course to course, block to block, and year to year? This practical course will give teachers examples and tools to use regardless of subject areas. Participants will examine how their courses and subjects fit into a high school as a whole, then work collaboratively on practical aspects of their work, developing integrated, cross-grade curricula and subject-specific block plans. This course will also address a palatable, open-minded, ongoing study of Steiner's work as a foundation for Waldorf high school teaching.

210 PRACTICAL WORK IN A HIGH SCHOOL (A-E)

The practical details of working in a high school, including governance and administration, are myriad. Among them are these: How is admissions handled? Educational support? Duties outside the classroom? What are the intricacies of a daily or weekly schedule, or of a block plan? How many meetings should a school have, with what constituents, and with what agendas? What is a healthy relationship of a high school to the middle school; to the rest of the school? Is a Waldorf high school college preparatory, and what does this mean? How can Waldorf high schools best market themselves, both to their own middle schools and to those coming from elsewhere? How may teachers and schools best address student health, including mental health? How can a Waldorf high school represent practical ideals of diversity, equity, inclusion, and justice? The course will be built on shared experience and documents furnished by participants. How does each of us address these questions, and what can we learn from each other?

220 CURRICULUM & TEACHING

Science/Math Track (SM-A – SM-D)

Teaching Math: Methodology and content of Waldorf mathematics curricula in grades 9-12.

Topics include algebra, geometry (including euclidean, projective, and analytic), precalculus, and calculus. Methodology focuses on an approach to teaching and learning that emphasizes practical application, demonstration of principles and proofs, and the generation of insight and discovery.

Teaching Life Science: Methodology and content of Waldorf life science curricula in grades 9-12.

Topics include human anatomy and physiology; cell biology; embryology; botany; zoology; evolution; and genetics. Methodology focuses on developing the tools to teach through a phenomenological approach in which careful observation forms the basis for developing clear thinking about increasingly complex natural phenomenon throughout high school. Techniques for doing observing phenomena in nature and in the laboratory will be developed.

Teaching Physics: Methodology and content of Waldorf physics curricula in, grades 9-12. Topics include thermodynamics, kinematics, electromagnetism, the atomic theory, visual physics, and astronomy. Methodology focuses on developing the tools to teach through a phenomenological approach in which careful observation forms the basis for developing clear thinking about increasingly complex natural phenomenon throughout high school.

Teaching Chemistry: Methodology and content of Waldorf chemistry curricula in grades 9-12.

Themes for each year will be developed, including organic chemistry, chemistry of salts, acids, and bases, understanding elements in the periodic table, and biochemistry. Methodology focuses on developing the tools to teach through a phenomenological approach in which careful observation forms the basis for developing clear thinking about increasingly complex natural phenomenon throughout high school. Techniques for approaching chemical demonstrations and student experiments will be presented.

Humanities Track (H-A – H-D)

Teaching Language Arts in Grades 9-12: This course introduces high school language arts teaching, focusing on fiction and non-fiction writing for adolescents, addressing their growth and development through age-appropriate and increasingly complex assignments, including the short story, personal essay, journalistic writing, research papers, poetry, and other forms of writing.

Teaching Literature in Grades 9-12: This course introduces literature as an evolution of consciousness, from the ancient world, beginning with the earliest texts (in translation), through the world in the Middle Ages, to modern world literature. Methodology includes consideration of works of literature as "symptomatic" or symbolic of their time and place--each a lens through which larger movements of and changes in literature may be examined. Although the focus is on English literature, world literature and historical literature in translation, including Gilgamesh, The Odyssey, Beowulf, Dante's Divine Comedy, and many others.

Teaching History in Grades 9-12: This course introduces history as an evolution of consciousness, from the ancient world, beginning with prehistory, through the world in the Middle Ages, to modern world history. Methodology includes consideration of historical events and actors as "symptomatic" or symbolic of their time and place--each a lens through which larger themes of history may be examined.

Teaching Cultural History in Grade 9-12: This course introduces history as an evolution of consciousness, from the ancient world, beginning with prehistory, through the world in the Middle Ages, to modern world history. Methodology includes consideration of historical events and actors as "symptomatic" or symbolic of their time and place--each a lens through which larger themes of history may be examined. This course differs from general history in that it considers culture as a central theme, taking in turn art and sculpture, language, drama, music, and architecture, among other forms of expression.

230 CONTEMPLATIVE PRACTICE (A-B)

A study of the anthroposophical path of contemplative practice as it relates to the life of a teacher. Topics include: Collegial relationships and working in a group; methods for cultivating daily contemplative practice for self-development; effects of spiritual practice on a teacher and relationships with students, parents, colleagues, and self; Rudolf Steiner's exercises for meditation; and working toward developing a conscious, supportive contemplative practice.

240 ARTS (A-G)

Waldorf high school teachers are called on to be artists in their disciplines. While this mostly requires creative teaching, it also calls frequently on artistic skill—in chalkboard drawing, in speech, and in encouraging creative projects among students. Further, the arts assist in the balanced, healthful development of each teacher as a well-rounded person. Arts courses introduce those skills and techniques necessary for success in Waldorf high school classrooms, and also assist with the personal development of each teacher.