

INCLUSIVE EDUCATION VIC & Tas Steiner Teachers – Professional Development Day 2017

KEYNOTE/ WORKSHOP NUMBER	KEYNOTE/ WORKSHOP LOCATION	SPEAKER NAME	SPEAKER DETAILS	KEYNOTE/ WORKSHOP DETAILS
Keynote:1	Rosina Hall Abbotsford Convent	Barbara Baldwin	<p>Barbara Baldwin 2017</p> <p>Barbara is committed to raising awareness of the varying developmental and learning needs of children in contemporary society and has lectured widely on these issues as they relate to family and school life.</p> <p>As a speech pathologist and special educator Barbara has vast experience, having worked as a teacher, therapist and consultant in main-stream education, in the Waldorf movement and the private sector.</p> <p>Over the past few years she has worked with teachers and parents, developing an understanding of the school and family issues relating to children with special needs and diverse learning styles in China and other Asian countries.</p> <p>Barbara runs trainings, seminars and workshops in Remedial and Curative Education, Parenting and in Chirophonetic Therapy and is also the principle and director of Mignon Educational Programs.</p>	<p>Keynote:1 “The Human Being and Spectrum disorders”</p> <p>As human beings, we have a vast range of experiences and many forms of self-expression. Some of these are exceptional, troubling, uncontrollable and we may regard these as disabilities. All forms of disability can be seen as part of the human condition, as part of human development. Sometimes these states or conditions last longer than we expect or in a form that we have difficulty regarding as ‘normal’, sometimes they occur in the wrong place, or at the wrong time. Generally, we don’t understand them, so we regard them an unmanageable or unacceptable.</p> <p>In this lecture, we will look at some conditions and disorders and with the help of the concept of 4-foldness, we will come to a new understanding of these conditions and what we can do to help.</p>
Keynote:2	Rosina Hall Abbotsford Convent	Barbara Baldwin	<i>See above</i>	<p>Keynote:2 “Challenge of the Individual vs Group”</p> <p>Where does the first responsibility of a teacher lie: to the individual student? to the class? to the parents? to the school? At some point, every teacher is confronted with this question.</p> <p>In this lecture, we will look at approaches and strategies to help teachers deal with this conundrum.</p>

WORKSHOPS				
A	Prep Room	Rene Mckay & Christina Kakris	<p>Rene is the current Prep teacher at Sophia Mundi Steiner School</p> <p>Christina is the current Class 6 Teacher at Sophia Mundi Steiner School</p>	<p>Caring for ourselves & others - a Sensory Experience</p> <p>Self-care is an essential part of our being. Giving and receiving needs balance and harmony. Our jobs require for us to be present and able to support the young souls that have come to us through destiny. We would like to offer a little space of calmness and respite, a place to breathe, to re-enliven our senses and re-calibrate our essential nature. Come and feel all your senses...</p>
B	Class 1	Katina Kondos & Maria Fraser	<p>Katina is the current Class One teacher at Sophia Mundi Steiner School, having journeyed with her previous class from class one, and farewelled them last year in class 7. She has long been an enthusiast for the ways extra lesson-based activities can enhance learning in fun ways within the classroom setting.</p> <p>Maria is the current Extra Lesson teacher at Sophia Mundi Steiner School with most of her 3 Fold Therapy training previously being used as a Class teacher at Sophia Mundi Class 1-7. Incorporating Extra Lesson into classroom activities is her passion.</p>	<p>Movement/development for lower primary years</p> <p>In this workshop Katina will invite you to join her on an adventure trail with Jovan the gnome during the first day of Spring as he ventures out to meet up with some of his animal friends. These adventures and activities are particularly suited to the lower primary classes. This is just one example of 'what to do'.</p> <p>Maria will then discuss and provide background ideas about Extra Lesson concepts and what we see in children/ourselves today; the basics of the 'why we do it'.</p> <p>If time permits Katina and Maria will then work with specific questions.</p> <p>Note to attendees:</p> <ul style="list-style-type: none"> • Wear comfortable clothing (some crawling involved) • Bring writing equipment
C	Class 2	Helen Cock	<p>Helen Cock is a founding parent of MRSS. She is also a founding member of the Melbourne Rudolf Steiner Seminar in Warranwood, where she currently works as an international lecturer, Tutor and PD Teacher.</p>	<p>"Literacy in the Early Years - differentiated learning"</p>

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D Workshop:1	Senior Room	Peggy Day	<p>Peggy Day has been active in Steiner Education for 36 years as a teacher, teacher trainer and curriculum writer. She coordinated and lectured in the Sydney Advanced Diploma of Rudolf Steiner Teacher Education course for 12 years. Over the last 8 years she has been Lead Writer of the Australian Steiner Curriculum and was founder of the Class Teacher Curriculum Intensives in Sydney in 2006.</p> <p>She is Coordinator of the Pedagogical Section in Australian and a founding member of the Australian Teacher Educator’s Forum.</p>	<p>WS:1 The structure and guidelines of the Australian Steiner Curriculum part 1</p> <ul style="list-style-type: none"> * The ASCF curriculum story- context * What is mandatory? * Content Descriptors and Achievement Standards- how can they be covered in different forms * Scope and sequence documents for English and Maths - support only * 1 year rule- teacher's professional judgement * No time allocations prescribed * Meeting conceptual content- The art of teaching artistically and through experiential learning, narrative and verse * Introducing, scaffolding and meeting learning of content or skills over time
D Workshop:2	Senior Room	Peggy Day	<i>See above</i>	<p>WS:2 The structure and guidelines of the Australian Steiner Curriculum - part2</p> <ul style="list-style-type: none"> * Assessment, Recording and Reporting on learning- ACARA site examples - Steiner education approaches * Annotated bibliographies as professional learning and curriculum and assessment lenses and support
E	Library	Cheryl Nekvapil	<p>Cheryl Nekvapil</p> <p>Our family was active in the establishment of the Orana Steiner School in Canberra. I was a member of the Council/Board of the School for 27 years, and from 1991 – 2001 worked as a kindergarten teacher (5 years), business manager (2 years) and educational administrator (3 years) – I was at the hub of management and relationships and education and wellbeing of</p>	<p>Resilience for teachers; challenging behaviours.</p> <p>A teacher's relationship with parents in a Steiner School community is complex, given the human centred approach at the core of the curriculum, teacher's role and curriculum. In this workshop, we will practice several social-soul exercises for teachers to booster resilience in their role with parents.</p>

			<p>individuals and groups in the school through being on the Board and as an employee. 2001 – 2002 I studied at the Priest Seminary in Stuttgart and was ordained as a priest of The Christian Community in 2002, working in the fledgling Canberra congregation and in Sydney, Melbourne, Adelaide and Sunshine Coast until July 2015 when I was asked to move to Melbourne and be a full-time priest in the Melbourne congregation.</p> <p>From 2007 – 2015 I was appointed School Chaplain at Orana School (under the Commonwealth NCSW Programme) and since April 2016 I have been appointed as a part-time Community Wellbeing Support Person in two Steiner Schools in Melbourne – Sophia Mundi and Ghilgai. Other Australian Steiner Schools have also invited me to give PD sessions to staff and to meet with students and parents. My role is to nurture the emotional, social, mental and spiritual well-being of everyone who is a part of a school community.</p>	
F Workshop:1	Math Room	Wolfgang Maschek	Wolfgang Maschek is currently working at Melbourne Rudolf Steiner Seminar as a Tutor, Student Placement Officer, and a Professional Development Teacher.	<p>WS:1 Mathematical highlights in Class 7</p> <p>In class 7 we enter the wonderful world of Algebra with its strange sets of letters, equations, functions etc. There are more concepts to deal with than actual numbers. For some children this is a relief, for others are great challenge. One of the main tools for successful teaching is finding the right language around the concepts.</p>

				Wolfgang would like to share with you his experience with an emphasis on the use of language along with some challenging riddles and concepts for the more advanced mathematicians.
F Workshop:2	Math Room	Wolfgang Maschek	Wolfgang Maschek is currently working at Melbourne Rudolf Steiner Seminar as a Tutor, Student Placement Officer, and a Professional Development Teacher.	WS:2 Mathematical highlights in Class 8 In many Steiner classroom, you will find a sort of deviation from 'normal' maths with Main Lessons such as e.g. Patterns in Nature. Wolfgang will share his experience with this Cl 8 Main Lesson which he calls Mathematical Minds. Still looking at patterns in nature and meeting the concept of Fibonacci numbers, we'll get into the realm irrational numbers. As there is the historical context of Mathematics as well, we'll re-visit and consolidate the Pythagoras theorem and find ourselves confronted with square roots. Plenty material to build up an imaginative, inspiring and challenging Main Lesson.
G	Language Room	Rod Tomlinson	Rod Tomlinson has been working in Steiner Schools in New South Wales since the mid-80s, teaching both Primary-aged children and adolescents. More recently he has taken up a leadership position at Tarremah Steiner School in Tasmania. Rod has specialised in gathering Steiner's original indications together, so that they may illuminate our present circumstances in a way that allows for fresh understandings and freer initiatives to arise.	Management of Students' Behaviour and Ours Once as an exercise, I searched through the twenty-four volumes of Steiner's lectures on education to collate all of his indications that I could find on student behaviour and classroom tone. I was struck by the picture that emerges through working with such a collation. Steiner once remarked that, "It is very necessary to gather together carefully the items of concrete knowledge that have been provided and to correlate them." In this workshop, we will discuss these indications and their contemporary relevance. Steiner understood the natural reluctance to discuss such matters in College meetings sufficiently well to remark on one occasion that, " <i>We cannot have the attitude that we do not</i>

				<i>want to discuss the question of discipline in our meetings simply because it is unpleasant. That is exactly why we do need to discuss it.” I look forward to working through these with colleagues.</i>
H	Eurythmy Hall	Kelly Pappas	<p>Kelly Papas comes with many years of experience in the field of classical ballet, dance and movement. It was not however until she had moved on from her dance career that her passion and joy for movement was reignited through the discovery of this new art of movement Eurythmy.</p> <p>Having graduated with a Diploma of Eurythmy in 2000 Kelly began teaching soon after and later completed her Bachelor of Education. She currently teaches Eurythmy to all ages from five to 80 and is re-embarking on a journey into the world of performing Eurythmy solo for the first time in many years.</p>	<p>Eurythmy</p> <p>In the workshops Kelly will open with warm up exercises and group movement experiences to nourish the soul and enliven the spirit moving into an experience of Eurythmy and how it is brought in the curriculum through the grades. The zodiac and planetary gestures in relationship to the alphabet may also be explored.</p>
I	Courts	Katherine Ellis	<p>My secondary school years were spent at Mt Barker Waldorf School where I was fortunate to have inspirational Waldorf teachers who have had a profound influence on my life, such as Jennifer West, Peter Glasby and Bothmer gymnast, Kim John Payne. Kim introduced me to the joy and freedom of movement, which led me to a career as a professional circus performer with Circus Monoxide and Circus Oz in the late nineties.</p> <p>I have studied Bothmer Gymnastics with Tom Hungerford and Dan Freeman over the last ten years.</p> <p>I am currently teaching circus, sport, games, Bothmer</p>	<p>Bothmer Gymnastics</p> <p>This workshop will be an opportunity to refine or acquaint yourself with a few of the Bothmer Gymnastics exercises. We will be moving most of the time and focus on middle school and secondary curriculum. I am happy to respond to the group's needs. Bring clothes you enjoy moving in. This will be a chance to live in your body and to have fun in good company.</p> <p>It is an ever-increasing challenge to get students moving, upright and have a positive, healthy self-image and the best the way to teach that is to experience the movements yourself.</p>

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			<p>gymnastics, main lessons and working as the welfare coordinator here within the school.</p> <p>I still work as a circus trainer and a teacher trainer.</p>	
<p>J</p> <p>Workshop:1 and Workshop:2</p>	<p>Rosina Hall Abbotsford Convent</p>	<p>Barbara Baldwin</p>	<p><i>See above</i></p>	<p>WS:1 - Special Needs/ Inclusion</p> <p>WS: 2 - Special Needs/ Inclusion</p> <p>Inclusion, differing learning needs and building on student capacities</p> <p>We live in a deficit oriented society and while we focus on the needs and deficits of our children, in order to help them keep up with their peers, we often omit to see and build on their strengths and gifts.</p> <p>In these workshops, we will look at the often-hidden gifts, talents and strengths of children with different learning styles and work on ways of creating an environment in which all children can develop their strengths to become competent learners.</p> <p>Please come with questions and brief child descriptions, so that we can focus on actual cases and practical solutions.</p>